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ABSTRACT

The third manual in the set of six manuals for training Head Start staff presents workshop module information on child development, social services, and parent involvement. The four child development workshops focus on (1) ways to plan for and group children to meet their individual needs, (2) teacher-child interactions that foster cognitive growth, (3) classroom management, and (4) methods for training volunteers to work in the classroom. The two social services workshops described are concerned with the process of interviewing staff members to determine which ones should be used to work with families. The first workshop focuses on interviewing skills, while the second deals with the use in interviewing of responses (statements in which the social service worker reacts to what parents have said) and leads (statements in which the social service worker expresses her own ideas and feelings and expects the parents to react to them). Handouts are also included. (PCB)

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Training Manual for Local Head Start Staff Part III

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Each manual is equipped with workshop modules for Head
Start coordinators to use for inservice training.
Workshop modules contain sample agendas, directions for
group activities, games, mini-lectures, handouts, and
references.

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introduction

Overview

This workshop is planned for 25 - 50 participants and is designed for a six hour day. The workshop focuses on planning for and grouping children to meet individualized needs. PL 94-142 requires that children with special needs have an individualized education plan. However, all children have special needs and interact with materials and each other at varied skill levels.

Classroom staff, parents and volunteers need skills and strategies to implement appropriate planned activities and to group children according to their individual needs.

A prerequisite for this session is the module on Systematic Observation and Instruction in the *Training Manual for Local Head Start Staff, Volume I.

Learner Outcomes

The participants will be able to:

- define individualized instruction
- develop a daily plan that demonstrates the ability to group children to meet their individual developmental needs
- group children according to a variety of characteristics and needs and skills
- teach specific skills to preschool children based on their ability levels
- break down a skill to either a beginning, intermediate or advanced level

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AGENDA

Number of Minutes	Activities
15	Warm-up Activity
15	Introduction
15	Small Group Activity
30	Lecture/Discussion
20	Small Group Activity
10	Report Back
15	BREAK
15	Mini-lecture
20	Small Group Activity
10	Report Back
15	Mini-lecture
60	LUNCH
30	Design a days plan working with a specific set of data on a group of children
30	Group Discussion
30	Small Group Activity
15	Report Back
15	Summary and Evaluation of Session

Agenda

Planning for and Grouping Children to Meet Individual Needs

Procedures

Approximate Time	Activities
15 minutes	Conduct warm-up activity. Give participants Handout #1. Ask them to find out what each other's interests are, mark the square that pertains to their interest, filling in as many squares as possible to get as many BINGO's as possible. (See page <u>17.</u>)
15 minutes	Briefly explain the agenda and your learning objectives. Ask participants to list their objectives for the session.
15 minutes	Review the steps to Individualize Instruction and define what we mean by Individualizing Instruction. (See page <u>18.</u>)
20 minutes	Discuss why it is necessary to Individualize Instruction. Ask participants what stumbling blocks exist that prevent Individualizing. (See page <u>5.</u>)
30 minutes	Discuss the daily plan and lead a group activity on allowing for Individualizing throughout the day. (See page <u>6.</u>) Discuss the activity with the large group.
15 minutes	BREAK
20 minutes	Present "Planning for Children." See page <u>20.</u>)
30 minutes	Lead a small group activity and discussion based on case studies. (See page <u>8.</u>)
20 minutes	Present "How to Group Children" and discuss key concepts. (See page <u>9.</u>)

60 minutes

LUNCH

10 minutes

Introduce the next activity (see page 11) and ask the participants to consider what the best grouping arrangement would be to facilitate this activity.

Ask questions such as "Should all teaching staff be grouped together and all teacher aides or should the groups be mixed?" (It is preferable to mix the various skill levels for this activity.)

30 minutes

Lead a small group activity on designing a days plans based on assessment data of a group of 15 children. (See page 11.)

15 minutes

Lead group discussion and ask some groups to present their plans to the large group.

15 minutes

Present "Guidelines for Teaching A Skill" and lead discussion. (See page 15.)

20 minutes

Lead group activity on "Teaching A Skill." (See page 16.)

15 minutes

Review the activities and chief concepts that were covered during the day long session. Ask participants to fill out an evaluation.

Discussion A

<u>Topic</u>	<u>Key Concepts to Present and Discuss</u>
Individualized Instruction	Ask why is it necessary to Individualize Instruction? In order to meet individual needs it is important to provide individual instruction. Individualizing Instruction respects the child's need to be grouped according to his interests, skills and attitudes.
How do we define "Individualized Instruction?"	Individualized Instruction doesn't mean just working with one child. It means grouping children appropriately. Individualizing means working with children in small groups, large groups and in pairs. It implies adult child interaction but it could also mean that one child assists another child.
What are the stumbling blocks that prevent individualizing?	It may seem easier to plan large group activities than to break into small groups. Staff may see a need to support one another at a circle, rather than lead a group by themselves. A staff member may not feel confident in leading a certain activity alone. The staff may not feel they can supervise <u>several</u> activities at once. Staff may not value children being "teachers" too. Staff may not know how to individualize or group children according to their needs, abilities and interests.

Individualizing Instruction

Opportunities to Individualize Instruction

Directions for Small Group Activity

Have available flip chart paper, markers and masking tape. Form small groups of approximately 6 participants. Display a Daily Plan of a Head Start Classroom on the flipchart. Or, hand out copies of the sample plan on pages 12-14 to each group. Assign a specific part of the plan to each group, e.g., one group gets "Free Play," another gets "Circle Time," etc. Ask each group to brainstorm 5 - 10 ways that they could group children within that activity to meet their individual needs.

Example: Circle Time

1. Have two circles; one for children for short attention spans and another for a group who can work longer together.
2. Have two circles; one for children working on primary colors and another circle for children ready to learn secondary colors.

Mini-lecture

Concepts for presentation

<u>Topic</u>	<u>Key Concepts</u>
Why do we plan?	Planning is essential for putting into operation the means to achieve program goals. Planning identifies far reaching goals in addition to the skills to be presented. Children have a more orderly day. Children feel more secure. We meet children's needs when we <u>plan</u> a daily program for them, rather than "just letting it happen." Children will be less likely to have behavior problems if the day is well-planned.

What are the steps involved in planning?

Parents and volunteers need guidelines developed through planning in order to be a resource to the program.

Identify the assessed needs of the children.

Establish program goals.

Design long-term plans - an outline for the full duration of the program.

Design short-term program plans - a detailed outline of daily activities which include specific areas, skills to be covered, types of activities, times of activities, type of environment - both indoor and outdoor - and equipment and materials necessary to implement the program.

What are some points to consider when planning?

Planning should involve the entire staff, parents and volunteers.

The plan should be flexible to accommodate unforeseen situations.

Planning includes:

meaningful goals

needs of the children

available resources

impact of government

influences of the community

school administration policies

influence of parents

staff influence and values

Case Studies

Case Study #1

There are six children in the group of 15 children who are interested in blocks but do not like to participate in circle time. They do not like to count or look at the calendar. They become disruptive members of the circle group three out of five days.

How can you plan a more meaningful cognitive activity for them?

Case Study #2

There is one three year old girl who has a great deal of difficulty playing in groups. She follows the adults around the room everywhere.

How can you structure her free-play time so that she becomes involved in activities and with her peers?

How do you group this child?

Case Study #3

Sammy is a very active child. His attention span is very short. He is a highly distractible child. He enjoys the other children but he doesn't stay with an activity very long and some children become frustrated with him.

During free play, who can you group Sammy with?

Why?

How do you plan your program to meet his needs as well?

Case Study #4

Joanne will not share. She is four years old and has a very poor self-concept.

How can you plan activities for her that will increase her ability to share?

Who can you group her with during free play?

Case Study #5

Jimmy has a great deal of difficulty accepting limits and routines. When you change activities he never seems to want to "switch gears." He is creative and gets involved in his art work and in outdoor dramatic play.

How can you plan to meet Jimmy's needs and help him accept limits and routine more easily?

Mini-lecture

HOW TO GROUP CHILDREN

Key Points

- Several children can benefit from the same activity even though they may operate at different skill levels, e.g., learning to pour in the water table area.

Example: Staff can have a variety of materials which serve several skill levels of pouring, e.g., a narrow pitcher, a large cup with a large spout, a bowl and a narrow bottle.

(See Handout #3.)

- Group children by skills, interests, attention span, personality, social skills and emotional needs.
- A variety of activities need to be developed to meet staff goals and objectives for each child. One activity may not meet all children's needs at the same time.
- Children respond differently to varied adult personalities and classroom management styles.
- Use assessment tools to group children by skill. Use regular observations to assess and consider children's emotional, social and creative needs as well.

Examples: Some children need to interact with adults first to build trust in a group setting.

Some children play best with one other child only.

Children who frustrate easily may be able to work with other children with low frustration levels on something such as a woodworking project.

- Creative children need more time to work on their projects. They need to be able "to do their own thing" within limits.
- Classroom staff must make available a wide variety of materials, provide reassurance and recognition; provide time for a child to be alone as well as in large and small groups.
- Children with short attention spans need to be asked to participate in the same activity with others who are interested and who have matured to where they can 'stay with' an activity for a longer period of time.
- Children need not be made to feel guilty or "bad" because they cannot participate in a group activity.
- Classroom staff must make available a wide variety of materials; provide reassurance and recognition, provide time for a child to be alone as well as in large and small groups.
- Here are some questions that staff might ask themselves in elevating individualizing instruction:
 - Do we let children work until they are really finished or does everyone stop so that all may go on to the next activity?
 - Can groups of children choose to be indoors or outdoors?
 - Do we allow for a range of different interests and social skills as we plan a day with children?

Designing A Daily Plan

Designing a Daily Plan Based on Assessment Data and Observations of a Group of Fifteen Children

Directions for Group Activity

Give each group a data sheet (see page 22) that lists some of the characteristics of a specific group of children. Ask the participants to review the data on the group and make up a daily plan that will address the individual needs of specific children in the group.

Direct the participants to group children according to their skills, interests, emotional and social development. Explain that it is possible, as they discussed earlier, to have a variety of groupings and that even a large group activity such as eating lunch can meet specific individual needs.

Suggest that their plans include the activity periods that are built into a daily plan such as free play, outdoor play, story time and circle time. In addition, ask participants to plan specific transition activities. (Transition activities are short activities that help the children move from one activity to another.)

See pages 12-14 for a sample daily plan that illustrates how staff can meet all the listed needs in one day.

A SAMPLE DAILY PLAN
that considers assessment data

Greeting and Arrival - 7:30 AM - 8:00 AM

Greet children

Especially focus on children who do not know first and last names

Especially focus on children who can't tie shoes

Breakfast - 8:00 AM - 8:30 AM

Discuss the ride to Head Start on the bus

Discuss colors of food (brown bacon)

Wash up and Toileting - 8:30 AM - 8:40 AM

Focus on children who do not know their gender. (This is the boys bathroom, etc.)

Circle Time - 8:40 AM - 9:00 AM or 8:40 AM - 8:50 AM

Have two circles so that five children with short attention span can have a shorter circle.

Circle A (short circle)

Circle B (long circle)

Greeting

Greeting

Finger Play "People on the Bus"
(use terms on, under, in, front
of and behind)

Finger Play "Eensy Weensy Spider"
(use terms on, under, in, front
of and behind)

Plan for the day

Counting game

Discuss plan for the day

Free Play - 8:50 AM - 9:50 AM

Art Center -

Cut and paste activity

Blocks -

Work with child on concepts
"shorter" and "longer" using
blocks

Housekeeping Center -

Set up telephones

Table Toys - Work with children on 7 - 8 piece puzzles

Water Play - Practice pouring skills with red colored water

Cleanup - 9:50 AM - 10:00 AM

Transition Activity - 10:00 AM - 10:10 AM

Shape game with sand paper shapes

Children close their eyes and someone hides a shape and another child finds it and says what it is

Outdoor Play - 10:10 AM - 10:50 AM

Activities planned:

Tricycles

Climbing bars - work with children who can't climb

Ball Throwing - work with children who can't throw a ball

Jumping off large blocks or steps - work with children who can't jump in places

Transition Activity - 10:50 AM - 11:00 AM

Have an obstacle course with children as they walk inside. Have tape lined up for children to practice balancing as they are walking.

Quiet Activity - 11:00 AM - 11:10 AM

Play Matching Game - match different types of clothing, e.g., shoes, socks, barrettes, ribbons, mittens, gloves, boots. Stress colors of objects as well as which two objects make a pair.

Table Activities - 11:10 AM - 11:30 AM

Have several activities:

Large Pegs (to work on counting up to 4 and colors)

Color Bingo Game

Number Game - identifying the numbers 1 - 10

Shape Activity - matching circles, squares and triangles in puzzles
(work with children who can't copy shapes)

Cleanup - 11:30 AM - 11:35 AM

Language Arts - 11:35 AM - 11:45 AM (two groups)

Group A

Story: The Little Engine
That Could

Group B

Flannel Board Story: Children tell the
story of Goldilocks
and the Three Bears
using flannel board
material

Prepare for Lunch - 11:45 AM - 12:00 Noon

Wash up

Some children set the table

Lunch - 12:00 Noon - 12:30 PM

Cleanup and Brush Teeth - 12:30 PM - 12:45 PM

Prepare to go Home - 12:45 PM - 1:00 PM

Help children who need practice zipping, snapping and buttoning.

Teaching Skills to Young Children

Mini-lecture #3

Guidelines for Teaching a Skill

Topic	Key concepts to present and discuss
Skills need to be assessed	In order to plan appropriately for children, their skills need to be assessed.
Skills need to be reviewed and practiced	Before introducing new skills, review skills that come prior to the new one, e.g., review grasping before pouring or stringing beads.
Skills need to be taught independent from group games or other activities	Children find it frustrating to learn a new skill in a group activity. When teaching a new skill such as jumping, teach it as a separate activity. Do not include it as part of a game such as Simon Says or a creative rhythm activity.
The skill should be broken down into a series of simplified steps	
Children may be at beginning, intermediate or at advanced levels in various skills	Different skill levels can be addressed in the same activity. Staff can plan an art activity that involves cutting, tearing and pasting. Children can be encouraged to join in, using the materials appropriate to their level.
It is crucial to break down skills	Know the child's ability level and teach at the appropriate level. (Beginning, intermediate, or advanced.) Choose activity that will lead to success. Repeat the activity; model for the child or ask another child to model. Establish a natural progression of activities; teach through the whole body.
	Reinforce desired behavior.

TEACHING A SKILL

Directions:

Give each group of participants a specific motor skill, e.g., running, jumping, cutting or pouring.

Ask each group to break down their assigned skill to three levels, beginning, intermediate or advanced.

Ask them to define a child's behavior if he were at a "beginning" level, etc.

Example:

Block building

- at a beginning level, a child needs physical assistance
- at an intermediate level, the child may only build single-based structures, such as towers and the assignment may be precise
- at an advanced level, the child demonstrates ability to build a structure on two or more bases such as a bridge and aligns blocks when stacking

(These examples are taken from the Preschool Recreation Enrichment Program Manual Volume II.)

Ask each group to prepare a demonstration of each of their skill levels for the entire group.

INTEREST BINGO GAME

Handout #1

Social Development	Social Development	Social Development	Social Development
Enjoys big parties	Prefers small dinner parties	Prefers being home with family	Likes to go to movies and theatre
Physical Development	Physical Development	Physical Development	Physical Development
Likes to swim	Likes to take walks	Enjoys jogging	Plays tennis and racquet ball
Cognitive Development	Cognitive Development	Cognitive Development	Cognitive Development
Likes to read	Likes to collect things	Enjoys traveling	Likes to watch TV specials
Creative/Emotional	Creative/Emotional	Creative/Emotional	Creative/Emotional
Likes to paint and/or draw	Likes to embroider and/or sew	Likes to cook and/or bake	Enjoys crafts

This Bingo Game is adapted from "Games Trainers Play" by Scannel and Newstrom.

INDIVIDUALIZING

Individualizing Instruction means working with small groups of children.

Individualizing Instruction means letting a child tell you what he needs, through words and behavior.

Individualizing Instruction means having an adult work with an individual child.

Individualizing Instruction means providing one to one activities for a child, e.g., child - child; adult - child.

Individualizing Instruction does not mean doing something different for each child.

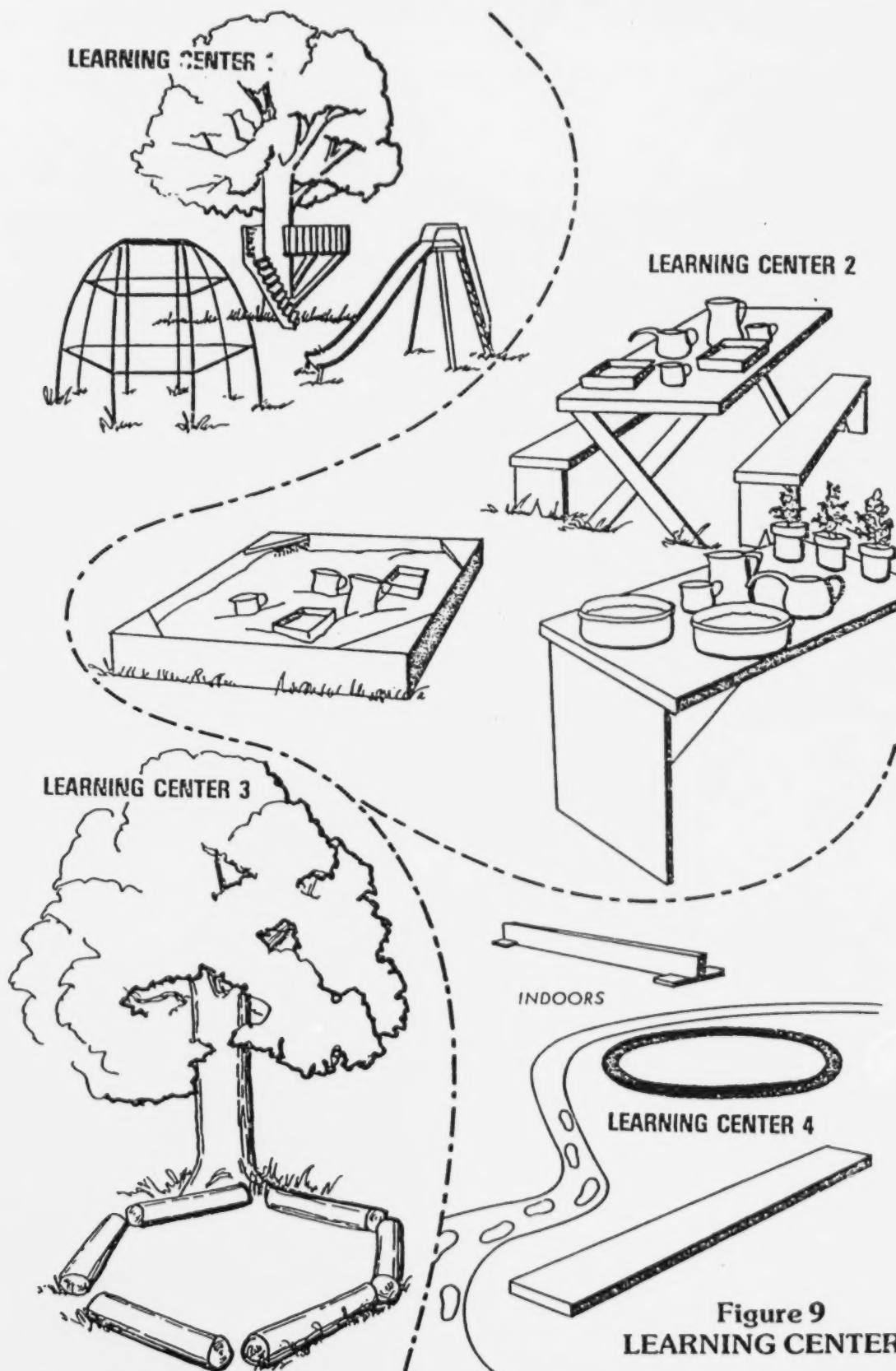


Figure 9
LEARNING CENTERS

"This handout was taken with permission from the PREP Implementation and Resource Guide, Volume I."

PLANNING

WHY PLAN?

1. Planning is essential for putting into operation the means to achieve program goals.
2. Planning should result in an outline of the experiences to be provided throughout the program.
3. Planning identifies far reaching goals in addition to the skills to be presented.
4. Children have a more orderly day.
5. Children feel more secure.
6. You are truly meeting children's needs.
7. Children will be less likely to have behavior 'problems' if the day is well structured.
8. Substitutes and volunteers need guidelines through planning to be utilized to the best of their abilities.

STEPS FOR PLANNING

1. Identify the Program Content according to the assessed needs of participants.
2. Establish Program Goals.
3. Design long-term plans - develop an outline for the full duration of the program.
4. Design short-term program plans - a detailed outline of daily activities which includes:

specific content areas
specific skills to be covered
types of activities
times of activities
structure of the environment
equipment needs

KEY POINTS TO CONSIDER WHEN PLANNING

1. Planning should involve the entire staff, parents and volunteers.
2. The plan should be flexible to accommodate unforeseen situations.

Classroom Profile - 15 childrenGross Motor

- 2 children cannot jump in place
- 4 children need assistance throwing a ball (2 out of 3 trials)
- 8 children need assistance catching a ball
- 4 children could not walk balanced

Fine Motor

- 5 children have poor skills cutting
- 10 children have good skills with puzzles up to 6 pieces
- 5 children have poor skills with puzzles more than 6 pieces
- 5 children can write their name using upper and lower case letters

Color Recognition

- 10 children do not match yellow, red, green
- 12 children do not name the color purple
- 5 children could not name the color brown

Numeral Recognition

- 6 children could not match 2 objects
- 5 children could not name the number 2
- 10 children could not name the number 9
- 8 children could not count to 10

Adaptive

- 4 children cannot copy a circle
- 8 children cannot copy a rectangle
- 4 children cannot point to a line which is longer
- 10 children need help counting 4 objects meaningfully

Language

- 7 children could not indicate understanding of "on, under, in front of, and behind"
- 4 children did not know first and last names
- 2 children did not know what sex they are (in answer to question - are you a boy or girl?)

Self-help

- 7 children cannot zip
- 2 children cannot button
- 6 children could not snap
- 10 children cannot put on boots
- 4 children cannot brush teeth
- 8 children cannot tie shoes

Social/Emotional

- 5 children have shorter attention spans than is appropriate for age
- 3 children are aggressive (hit, bite, scratch)
- 4 children refuse to share, though they are four years old

References

The Preschool Enrichment Program (Manuals #1, #2, #3)., Karen G. Littman.

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The HSRTC Training Module: Systematic Observation and Individualized Instruction - Education Component

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Overview

This all-day workshop, designed for approximately 25 people, uses large and small group activities and the viewing of the films, "Key Experiences for Intellectual Development During the Preschool Years," "Foundations for Reading and Writing" or "Foundations for Science."

This workshop was compiled and developed from materials used by the staff of the Head Start Resource and Training Center, Conferences and Institutes Program, UMUC and by the Bi-State Training Office at the University of Maryland.

The workshop focuses on the importance of preschool experiences that foster cognitive development. Participants are assisted in identifying the stages of cognitive development, the activities that support cognitive skills in pre-school children and the necessary adult-child interactions which foster cognitive development.

Learner Outcomes

Participants will be able to:

- define what is meant by cognitive development
- list the stages of cognitive development in the young child
- develop activities that foster development in the preschool child
- practice using open-ended questions which enhance cognitive thinking in young children
- list the key experiences for intellectual development in the early years (e.g., symbolization, classification, seriation, number, time and space concepts.)

Agenda

Introduction

Warm-up Activity

Mini-lecture

Film and Discussion

Break

Small Group Activity and Report Back

Lunch

Discussion and Small Group Activity

Discussion and Small Group Activity

Mini-lecture

Agenda

Summary and Evaluation of Session

COGNITIVE DEVELOPMENT: Fostering

Growth in Preschool Children

PROCEDURES

Approximate Time	Activities
15 minutes	Go over the agenda and learning objectives for the session. Ask participants to share their learning objectives and list them on the flip chart or blackboard.
15 minutes	Warm-up Activity: Ask the participants to share with one other person a misconception they may have had as a child or one that children in their classrooms exhibit. (e.g., after shutting off the television, a child thinks the actors are inside the set.) Ask participants to share their examples with the large group.
15 minutes	<u>Present Mini-lectures:</u> What is "Cognitive Development" and the stages of Cognitive Development? See pages <u>3 & 4</u> . Ask questions which foster curiosity and problem solving. See pages <u>8 - 10</u> .
20 minutes	Large Group Activity and Discussion: Activities, materials and equipment that foster Cognitive Development. See page <u>5</u> .
35 minutes	View film and conduct discussion. See page <u>5</u> .
15 minutes	Break
45 minutes	Lead short discussion on performance standards and conduct small group activity focusing on the tasks related to Cognitive Development. See page <u>8</u> .
15 minutes	Conduct 'report back' of activity.
60 minutes	Lunch
45 minutes	Lead discussion and activity related to encouraging children to organize their experiences and understand concepts. See pages <u>8 - 10</u> .

45 minutes

Lead discussion and conduct activity related to asking questions which foster curiosity and problem solving. See pages 8 & 9.

15 minutes

Work toward recognition of the symbols for letters and numbers.

15 minutes

Summary and Evaluation.

MINI-LECTURE

WHAT IS COGNITIVE DEVELOPMENT?

Directions for Discussion

Ask participants to write down one or two words that they associate with cognitive development. Using a flip chart, ask participants to call out some of the terms or words they thought of.

Question	Key Concepts to Discuss
What do we mean when we use the term 'Cognitive Development'?	- Cognitive Development means mental development, what children know and/or how they perceive things around them. - List the participants' ideas also.
What aspects of cognitive development are Head Start staff and parents concerned with?	Review Piaget's theory of stages of cognitive development. Points to cover: a. Jean Piaget, a Swiss psychologist, devoted the majority of his career to studying the mental development and characteristics of young children. b. Piaget has made many contributions to our understanding of the growth of children's mental abilities. c. Mental development is interdependent with affective and social aspects of development. d. Mental development is a dynamic process and results from the interactions the child has with the environment. e. Piaget views growth as occurring in a sequential, orderly way, through a series of predictable, observable stages.

Piaget Stages of Cognitive Development

What are Piaget's stages of cognitive development?

f. Piaget defines the stages of cognitive development as follows:

What is the sensorimotor stage?

1. Sensorimotor - 0-2 years. The infant or toddler learns by exploring space through the whole body and through the senses.

Intelligence exists without language or symbols.

What is the preoperational stage?

2. Preoperational - 2-6 years. Children view their surroundings only in terms of themselves. Learning requires experiences with real objects and things as compared to being told about things; classification begins.

Language is used in thinking; assimilation and accommodation processes occur.

What is assimilation?

Assimilation - a child receives stimuli from the environment and acts on the stimuli with whatever prior experience it has.

What is accommodation?

Accommodation - is when a child must learn some new behavior in interacting with materials and equipment; gives up use of experiences to 'accommodate' to new objects.

When does the Concrete Operations Stage occur?

3. Concrete Operations - 7-11 years. The child can reason logically about things and ideas.

What is the key characteristic of this stage?

Conservation is the key characteristic of this stage. The child learns that substance, weight, length used and numbers remain the same regardless of changes in position.

What is another characteristic?

Reversability is when a child can think of an act and think it undone. An example is anticipating what will happen to a piece of ice if it is placed on the radiator and what it will turn back into if it is placed in the freezer.

Key Experiences

What is the final stage, the fourth stage, of operations Piaget identified?

Formal operations - is the fourth stage. This stage begins around the eleventh year and continues through maturity. The adolescent can think about and deal with abstract objects.

VIEW FILM: Concepts for Presentation

Explain that the film focuses on key experiences that promote cognitive development in the preschool child.

Ask the participants to view the film to determine what experiences children have that promote their cognitive growth. Ask participants to give you examples of such experiences: problem solving, classification and seriation.

Show the film.

After showing the film ask for any general remarks from participants.

Proceed with discussion - See below and write key terms and examples on the flip chart or blackboard such as seriation, classification, etc.

DISCUSSION

Question	Key Concepts to Discuss
What staff-child interactions did you see that foster cognitive growth? (Example)	Ask participants to give examples of questions that staff asked children.
What classroom activities were children involved in that promoted key cognitive experiences? (Example) Did children use puzzles, blocks?	Ask participants to give examples of teachable moments which encourages children's insights and curiosity.
How was the classroom arranged in order to foster cognitive experiences? (Example) Were learning centers evident?	Ask participants to remark on learning centers; the way materials were organized and equipment and displays were set up.

Encouraging Children to Organize Their Experiences

What materials and equipment did you notice existed in the classroom that we did not list earlier?

Refer to the list that you developed earlier and walk over to where you hung it or flip back to it on the chart. Add any new ideas to the list.

Encouraging Children to Organize Their Experiences and Understanding Concepts

Directions for Group Activity

Introduce the activity by discussing the importance of adult-child interventions in helping children understand the world around them and solving problems. See page 8.

Share an example with the group such as a child spilling milk at the table. The staff member sitting near the child has an opportunity to react several ways:

- a.) The staff member can criticize the child and clean up the mess
- b.) The staff member can run and get a sponge and clean up the mess
- c.) The staff member can ask the child what he thinks he should do, e.g., "What do you need, Johnny, to clean this up?" "Do you want to use a sponge or some paper towels?"

Collect a variety of manipulative games and table toys: Some examples are: lotto games, letter or number Bingo, table blocks...

Share with the participants the importance of using table games and other manipulative materials in assisting children in organizing their experiences and understanding concepts and that there is great potential for individualizing instruction within these activities.

Give out worksheet #1 and explain to the participants:

- each group will work with a different manipulative material
- each group will come up with an activity that a
 - child can do alone
 - adult-child can do together
 - that a child can do in a small group
- for each activity the participants will list the concepts learned as well as the adult's role
- emphasize the two final tasks on the worksheet which are to list ideas to make the activity 'harder' and 'easier'

After the groups have had a chance to complete the activity (30 minutes), ask two groups (or more if there is time) to report back some of their ideas.

Encouraging Children to Organize their Experiences
and Understand Concepts

Worksheet for use with Manipulative Materials

1. Describe manipulative material: Pegboard

2. Describe possible activities, concepts to be learned and the role of the adult (teacher, teacher aide or volunteer) for the following situations:

	A. Child plays alone with <u>manipulative material</u>	B. Small group of children play with <u>manipulative material</u>	C. Child and an adult play with <u>manipulative material</u>
<u>Activity:</u>	Child puts pegs on board	Arranging patterns of colors on peg board	Child and adult make patterns on designs on the board
<u>Concept(s):</u>	Classifying colors	Classifying colors seriation	Seriation Classifying colors Identifying shapes
<u>Adult's Role:</u>	Ask questions "Why did you place these pegs together?"	Ask questions Ask children to name colors as you paint to certain colors.	Ask questions. Restate the child's thoughts about task into words. Help the child explain why he put pegs where he did.

3. Using the same manipulative material, how can you adjust for varying developmental levels by making the activity "easier"?

Use only 2 colors or even 1 color.

4. How can you make the activity "harder"?

Child can make patterns with pegs or designs, e.g., rows of red, green blue, red, green blue.

Child can alternate colors red, blue, red green.

Encourage Children to Organize
Their Experiences and Understand Concepts

Key Points for Discussion.

Adults can help the children interpret the world around them by:

- giving them attention when they ask for it
- giving them attention when you think they need it
- encouraging them to find a solution by themselves
- praising their efforts
- giving them a start by sharing a new idea

Adults can help children by developing a feeling of trust within the classroom environment. Learning will develop in a secure, trustful atmosphere.

Adults need to stimulate the child's language as part of cognitive learning experiences. The adult plays an important role in concept and mental development by blending language with experience, e.g., asking a thought-provoking question, adding a word a child can't supply himself; interpreting a learning situation for the child.

Teaching young children concept formation abilities and processes for dealing with facts is preferable to emphasizing mainly facts themselves.

Such concept formation abilities include:

grouping (classification)

ordering (seriation)

matching

understanding the relationship between cause and effect

ASKING QUESTIONS

DISCUSSION

Questions

Key Concepts to Discuss

What role does asking questions have in fostering cognitive development?

Asking questions plays a role in helping a child develop tools for learning. Questions can lead a child to increasing discovery and new questions.

What kinds of questions may staff ask children?

List one goal related to asking questions.

What is "closure busting"?

What are some examples of "open-ended" questions? (recall)

What types of questions do we ask that lead to one answer or one set of answers? (convergent thinking)

What types of questions produce many possible ideas or solutions? (divergent thinking)

There are four types of questions that are helpful:

- a) recall - questions that evoke recall
- b) convergent - cause and effect questions
- c) divergent - questions that produce many possible ideas or solutions
- d) evaluative - questions that require a child to make a judgment

It is important to have the adult talk less and the children talk more.

A way of stimulating the child to move to asking new questions rather than let him be completely satisfied with a given answer.

"Tell me all you saw on our trip to the farm."

"Tell me what you saw after a film or field trip."

Cause and effect questions

For example:

What do you think will happen if we fill this balloon with water instead of air?

Comparison questions

Example:

How are fish and dogs different?

How are squares and rectangles the same?

Key phrases

What will happen if....?

What things are the same as....?

Example:

What do you think would happen if all our clocks and watches stopped running?

Are there any other ways you can think of that we can do this?

Key Phrases

What other way can you think of...?

What are some ways to...?

What might happen if...?

What types of questions produce judgment based on the child's personal reactions?
(evaluative thinking)

Examples

How would you feel if you had a baby sister?

How would you feel if she wouldn't let you play, too?

Do you think you would like to practice asking some of these types of questions?

Conclusion

As teachers develop skills in asking questions, children will develop thinking skills. More imaginative discussion will lead to more inquiry, and learning will involve creative thinking and problem solving, rather than memorization of information.

Directions for Activity

Pass out several classroom materials, storybooks, parquetry blocks, and/or sets of shapes. Ask the participants to work in small groups. Ask them to make a list of four questions related to the material assigned to your group: Give an example of a 'recall' type question, and ones that elicit convergent, divergent and evaluative thinking.

Summary and Evaluation

Topic

Key Concepts to Discuss

Summary

Discussed:

- what is meant by cognitive development
- Piaget's theory of the stages of cognitive growth
- activities that promote cognitive growth

Listed:

the key experience for intellectual development in the early years
(symbolization, classification, seriation, number, time and space concepts)

Practiced:

asking open-ended questions

planning how to use manipulative materials
in order to individualize instruction

Evaluation

Invite the participants to discuss the activities
and their reactions to the workshop.

Participants may fill out a written evaluation
form as well.

Definitions

Classification	-	Sorting according to similar properties
Cognitive	-	Perception, Awareness
Convergent thinking	-	The process of putting together various pieces of information in such a way that it leads to one answer or one set of answers
Divergent thinking	-	Produces many possible ideas or solutions
Evaluative thinking	-	Helps the child to know and accept his feelings about what he is thinking and doing
Problem solving	-	The thinking process that a child goes through from the time a problem first appears until it is solved
Seriation	-	Ordering, arranging objects or events in logical order
Symbolization	-	Recognizing pictures or representations of real objects, e.g., a picture of a boat, or the word "B - O - A - T."

Resources And Bibliography

Films

Foundation for Science may be purchased or rented from:

Campus Films Distributors
14 Madison Avenue
Valhalla, NY 10595
914-946-4343

\$295.00 - purchase price

\$ 30.00 - rental fee

Foundations for Reading and Writing may be purchased or rented from:

Campus Films Distributors
14 Madison Avenue
Valhalla, NY 10595
914-946-4343

\$295.00 - purchase price

\$ 30.00 - rental fee

This same film is available from:

Maryland Bi-State Training Office
West Education Annex
University of Maryland
College Park, MD 20742
301-454-2340

FREE - All Maryland and Delaware programs

\$8.00 - rental (all programs except Maryland and Delaware)

Key Experiences for Intellectual Development During the Preschool Years may be purchased or rented from:

High Scope Educational Research Foundation
600 River Street
Ypsilanti, MI 48197

\$195.00 - purchase price

\$ 22.00 - rental fee

Thinking and Reasoning in Preschool Children may be purchased or rented from:

High Scope Educational Research Foundation
600 River Street
Ypsilanti, MI 48197

\$255.00 - purchase price

\$ 20.00 - rental fee

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Introduction to Classroom Management

Classroom management is more than simply keeping order. Classroom management involves planning, scheduling, and setting up the learning environment. Managing children's behavior and the classroom as a whole is intertwined with planning and scheduling a balanced day for preschool children.

Classroom management implies fostering the development of independence and responsibility in young children. Children share the responsibility for maintaining the care and orderly upkeep of equipment and materials in the classroom as well as helping each other with self-help skills and classroom tasks.

Classroom management involves managing a group of children while supporting them individually by setting rules and limits that support the child's self-esteem. Guiding children in a positive way, supporting children who need assistance controlling their impulses helps to develop a classroom environment where children know what is expected of them.

Setting Rules and Limits

It is one of the goals of a preschool program to maintain order within the framework of an individualized, self-directed learning environment. The role of the staff is to:

- protect each child
- protect the classroom property from being badly damaged
- set limits so that the learning environment can be maintained

Another major goal is to develop self-discipline or self guidance within each child. By setting limits and creating a well-planned curriculum and structured room environment, children know what the center rules are and what is expected of them as they interact with materials and with one another.

Staff set limits indirectly by:

- Creating learning centers with carefully chosen materials that are logically placed within each center.
- Planning a balanced schedule that fosters self-discipline because it meets the total needs of the child (physical, social, emotional and cognitive development).
- Offering a variety of materials and equipment to meet the individual needs and interests of all children.
- Grouping children according to their personalities, temperaments, interests and skills.
- Creating a room arrangement that helps children gain self-control by defining walk-through corridors, clearly defining play space, having easy access to water and outdoor space.

Staff guide children directly by using both verbal and nonverbal techniques. "Direct guidance includes speaking, teaching, demonstrating, helping, leading, loving, approving, disapproving, compelling, restraining, and even ignoring."*

Some suggestions for verbal guidance are:

- a. Give clear directions - speak slowly and quietly.
- b. Stoop down to the child's level.
- c. Speak quietly and in a calm tone of voice.

* From Introduction to Early Childhood Education by Verna Hildebrand

- d. Do not shout across the room unless in an emergency.
- e. Choose your moments and your words to speak to children carefully. (Don't chatter all the time or they will tune you out.)
- f. Be direct and positive: Instead of "Don't run, Tom", say, "Let's walk in the classroom, Tom."
- g. Help children make decisions by verbalizing the choices that are available to them: "Would you like to work in the block area or in the housekeeping corner today?"
- h. Use your imagination in redirecting children's behavior. If a child is about to do something unacceptable, 'detour' him/her to a new activity that will channel his/her energies.
- i. Praise children in order to develop their self-confidence and motivation.
- j. Accept the child's feelings, not necessarily his behavior. Allow children to express their feelings and opinions.

SOME SUGGESTIONS FOR PHYSICAL GUIDANCE

Demonstrate skills.

Give children a reassuring pat or hug.

Give children physical assistance when needed, e.g., guide a hand when sawing or cutting.

Provide a "time-out" period. (A child may need to take "time-out" to calm down for a minute or two.)

Restraining a child gently but firmly may be necessary from time to time.

Offer a gentle and reassuring smile which can be supportive and extremely effective.

One of the goals of a preschool program is to help children develop self-discipline in a positive and supportive manner. A learning environment that focuses on self-reliance, independence and cooperation goes hand in hand with respecting the young child and supporting his impulsive, explorative nature by setting limits without embarrassing the child. If a child feels trust and confidence in his care givers or teachers, it is more likely that he or she will experiment with new materials or activities. If s/he knows what limits exist in the classroom environment, s/he will feel protected and secure and will essentially prevent himself from doing something to himself or others.

SETTING LIMITS

Some Key Points

1. Develop a warm and caring atmosphere so that children gain a sense of concern and respect for each other and they are ever aware of your caring and concern for them.
2. Do not ignore aggressive behavior.*
3. Avoid letting children be rewarded by aggressive behavior.
4. Reinforce positive behavior.
5. Explain to a child how the aggression hurts a person or damages equipment.
6. Be consistent.
7. Be flexible. (Be able to make exceptions for children who are tired, hungry or ill.)
8. Respond to each child's disciplinary needs differently.
9. Have as few rules as possible.
10. Intervene before a behavior problem goes from bad to worse.
11. When certain behavior problems repeat themselves, analyze the problem and try to change the situation that might have caused the problem.
12. Prepare children for transitions.

* aggressive behavior: "hitting, pushing, kicking, taking things away from another child"

13. Avoid unnecessary constraints such as requiring children to sit at the table with hands folded for a long time (more than 2-3 minutes).
14. You can avoid some disciplinary situations by planning transition activities.
15. Encourage children to express their feelings in dealing with conflicts. If children see that you value verbal expression and you model that behavior yourself, children will begin to express themselves more and resort to physical aggression less.

Arranging the Environment

The classroom environment has an impact on how a child functions in the group. Room arrangement, choice of colors, display of materials and equipment, access to supplies and materials as well as the positioning of learning centers will affect children's behavior patterns as well as attitudes.

Attention needs to be paid to storage spaces, children's cubbies, shelves for toys, games and art supplies, large and small equipment as well as teacher's supplies. Children can develop skills to care for equipment and materials. They gain independence and a sense of responsibility if the staff value an environment that encourages children to be independent and help others, rather than to be dependent on the adults in the classroom.

Room arrangements give out various messages. Rooms can be messy and chaotic or orderly and neat, or a little bit of both. Classroom staff can encourage respect for materials and equipment if they, too, demonstrate that same respect for the classroom supplies. Materials which are arranged with labels or pictures give the message, "I belong here, put me in this place." Children can easily see where various pieces of equipment belong.

Room environments should be:

- bright and cheerful
- free of clutter
- balanced between free wall space and children's art work and other display materials
- well-organized
- clean
- complete with a variety of learning centers

There are a variety of learning centers that should be part of every preschool classroom:

art center
block building center
science center
dramatic play center
library or book center

music
language arts center
manipulative center - table toys
- puzzles
woodworking center
water/sand table center

Giving Choices

Children need a variety of activities and materials from which to choose. Giving children options fosters their ability to become independent and responsible. When children have opportunities to make decisions, they feel positive about themselves and good about the way you feel about them.

Providing Opportunities To Be Self-Directed

Children feel good about being self-directed. They can clean up effectively when they know where materials and equipment are stored. They can care for their own belongings when they have their own place to store them. They can take care of spilled paint or milk by themselves, if they can reach the sponge or the paper towels, and if the mop is a manageable size.

Other examples of children being self-directed include:

1. Being able to use the toilet as needed rather than when required;
2. Being allowed to get a drink when needed;
3. Choosing their own books to read during rest time or before lunch time;
4. Handling the record player after being instructed on how to use it;
5. Taking their own food as it is passed to them and being able to take more of one food than another;
6. Deciding whether to play indoors or outdoors during free play, when possible.

If there are clear, specific pathways that children know to use, they will be more likely to maintain self-control. If children do not have guidance as to the acceptable pathways to use, they will disrupt other activities in their midst, such as the child who will walk through the block area and knock down a prized structure.

It is the role of staff to create a variety of opportunities for children to develop independence and cooperation as well as self-reliance. Here are some suggestions:

- Evaluate the chores adults generally assume in the classroom and ask yourself, "Can a child do this task instead of me?"
- Evaluate your center carefully for increased opportunities for children to become self-directed. As an example, do you have pictures that show children what sequence is involved to clean up paints?*

* From "Room Arrangement As A Teaching Strategy" (filmstrip)

- Encourage children to help one another.
- Offer children choices and really mean it!

Planning and Scheduling Classroom Activities

Planning, both long-range and short-range, is crucial to the success of an early childhood program in terms of it meeting the goals of the program and the needs of children.

Planning should include the development of long-range goals, procedures and ideas necessary to develop a curriculum for the year. Staff need to consider what units of interest will be presented to the children as well as the specific skills which children will learn related to their age and stage of growth. At the beginning of the year, the staff should map out a long-term plan to incorporate various concepts such as:

- animals
- the seasons
- the family
- community helpers

These units do not necessarily have to be covered within a specific period of time. They can be touched upon throughout the year concurring with one another at different times of the day or week. For example, you may discuss animals as a science activity and the family at circle time.

WHY PLAN?

1. Planning is essential for putting into operation the means to achieve program goals.
2. Planning should result in an outline of the experiences to be provided throughout the program.
3. Planning identifies far reaching goals in addition to the skills to be presented.
4. Children have a more orderly day.
5. Children feel more secure.
6. To attempt to meet children's needs.
7. Children will be less likely to have behavior 'problems' if the day is well structured.

STEPS FOR PLANNING

1. Identify the Program Content according to the assessed needs of participants.
2. Establish Program Goals

3. Design long-term plans; develop an outline for the full duration of the program.
4. Design short-term program plans; a detailed outline of daily activities which includes:
 - specific content areas
 - specific skills to be covered
 - types of activities
 - times of activities
 - structure of the environment
 - equipment needs

KEY POINTS TO CONSIDER WHEN PLANNING

1. Planning should involve the entire staff, parents and volunteers.
2. The plan should be flexible to accommodate unforeseen situations.
3. Planning includes the following considerations:
 - a. the needs of children
 - b. influence of parents
 - c. available resources
 - d. influences of the community
 - e. teacher influences and values
 - f. school administration policies
 - g. impact of government

GROUPING CHILDREN

Children can be grouped to meet their individual needs in a variety of ways. Factors to be considered include:

1. Compatibility of physical, social and intellectual development;
2. Ability to work in large and small groups;
3. Attention span;
4. Level of independence;
5. Need for individual attention;
6. Frustration level.

GROUPING PATTERNS

1. small groups, e.g., free play, circle, story time
2. large groups, e.g., circle time, music time
3. adult-child
4. child-child

The Daily Schedule

A daily schedule should respond to the needs of a particular group of children. There are guidelines, however, to which all preschool schedules should adhere:

- There should be a balance between quiet activities and more active ones.
- An active period should be followed by a quiet one.
- Activities such as story time or circle should not be longer than 15 minutes.
- Free play and outdoor play should generally be planned for at least 45 minutes to one hour except in extremely cold weather.
- The schedule should generally be the same so that children can get used to it and be able to count on it.
- Transition activities should be planned into the schedule between activities such as free play and outdoor play.
- Plan sufficient time for cleanup activity.
- A schedule should be flexible. Each segment can be adjusted depending on the interests and needs of the group at a given time.
- An alternative plan should be developed to respond to changes in the weather.

Some considerations for scheduling activities include:*

1. goals for the group
2. special needs of individual children
3. the time of day children arrive
4. how long the children stay at school
5. what happens at home before the child goes to school
6. season of the year

* page 74, Introduction to Early Childhood Education, Verna Hildebrand

A Sample Daily Schedule

8:30 - 8:45	Arrival
8:45 - 9:15	Self-Selected Activity Table Toys
9:15 - 9:45	Breakfast
9:45 - 10:00	Toileting, Brush Teeth Music transition activity
10:00 - 10:15	Circle
10:15 - 11:00	Free Play
11:00 - 11:15	Story
11:15 - 12:00	Outdoor Play
12:00 - 12:15	Prepare for Lunch
12:15 - 12:45	Lunch
12:45 - 1:00	Departure

Planning Transition Activities

Transition points and how classroom staff plan for those time frames have an effect on classroom management. Transitions occur every time children go from one activity to the next.

Transition activities need to be planned just as all other parts of the day are planned. Sometimes staff ignore these specific periods in the day and it obviates itself in children running wildly around the room after free play or before going outdoors. Instead of carefully planned activities which children can easily leave to move on to the next activity, it is likely that we will see clusters of children pushing and poking each other, grabbing toys from one another, or restlessly waiting for the staff to direct them to another activity.

Transition activities help children feel in control. Children feel more secure when they know what is expected of them. Young children find it difficult to wait and it is not necessary in most instances, if classroom staff plan appropriately. One teacher can be doing an activity with a group of children while another group completes the previous task of cleaning up.

Behavior problems sometimes occur at transition times. Children are often blamed for "out of bounds" behavior for which the classroom staff may be responsible. Why should adults be blamed instead of children? Because:

They may not have given children sufficient warning to prepare for the transition.

They required children to wait longer than necessary.

They did not recognize the child's need to complete a task, perhaps his unique and creative impulses were not respected.

The staff may need to find challenging and creative ways to channel a child's need for independence and responsibility.

They did not acknowledge the child's positive behavior.

Staff may not have prepared alternative, acceptable activities for children to engage in, such as looking at books, playing a game, singing songs, etc., while they wait for the next activity.

WHAT TYPES OF TRANSITION ACTIVITIES CAN WE PLAN FOR CHILDREN?

Adults need to offer children guidance as they move from one activity to the next. If all the children get up from a circle activity to get their coats at once, staff will be setting them up to run, make too much noise, create confusion, or feel overwhelmed.

Some strategies to move large groups from one place to another include:

- ask all the children with "blue socks" to get their coats, etc.
- direct all the boys to go the door like pussy cats or like puppies
- ask all the girls to walk like giants to the door
- call children one at a time using a word that rhymes with their name
- let children who are ready, go on to the next activity (e.g., dressed to go outdoors, cleaned up after free play, ready to come indoors) instead of making all the children wait for all the children to come. If children are 'first' but find little fun in waiting for the others, they will soon not be ready on time either. Think of yourself. What do you do when a friend or family member often keeps you waiting? You start coming later, too!

SUGGESTIONS FOR TRANSITION ACTIVITIES

Sing songs
Read books
Play a circle game
Recite a poem or finger play
Ask some children to set a table or prepare a snack
Have a quick exercise activity
Play with puppets
Invite children to tell a story
Play a quick color or spatial concept game

SOME NEW APPROACHES TO USING TIME AND IMPLEMENTING ACTIVITIES

Snack time does not have to be a specified time. Children can serve themselves a snack during free play or at other times during the morning.

Children do not have to have a specific toileting time. Children use the bathroom when they need to.

Children can play indoors while others play outdoors, providing there is sufficient adult supervision.

Summary

Classroom management is a challenging task. It may take several years of classroom experience for staff to master the range of skills and knowledge necessary to manage a classroom effectively. However, when a 'classroom manager' can plan effectively, handle routines smoothly, schedule a day with children which meets their needs, design a room arrangement which uses the space available in an acceptable manner, it is evident in the way that children function.

Classroom management can be considered almost like conducting a symphony. To orchestrate a day with children requires everyone to work cooperatively, to "rehearse" their parts by planning their roles, knowing their score and preparing the instruments. They will need to do their tasks. Having a well-written plan and following it is like the musician with his music sheets. There is one big difference, of course. The children have not "rehearsed" their parts; which is what makes classroom management a "new tune" every day. The performance will go well depending on all these components.

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LESSON PLAN REVIEW*

Classroom _____ Week of _____

Theme _____

General Scheduling:

1. Consistent daily routine _____

2. Group times--variety of activities _____
Balance between children listening and children participating _____

Activities specified in plans _____

Songs specified _____

Finger plays specified _____

Action games specified _____

Books specified _____

3. Free choice
Variety in daily options specified _____

Easel out regularly _____

Art materials available for free use and/or planned project _____

4. Planned 1 to 1 activities noted _____
(child's name and planned activity listed)

5. Planned small group activities noted _____
(names and activity listed)

6. Teaching roles specified (who leads group time, who leads small group, etc.) _____

* Form used in Adams County Head Start, Gettysburg, PA (continued on next page)

Curriculum:

Include regularly:

Food Activity_____

Nutrition_____

Art Projects_____

Safety_____

Science_____

Books--identified_____

Songs--identified_____

Finger plays--identified_____

Tapes_____

Movement_____

Field trips_____

Other_____

HANDLING TRANSITIONS - A SELF ASSESSMENT TOOL

1. Are the children greeted upon arrival at center?
2. What examples of methods or techniques do you use to guide the children into constructive activities during work time?
3. What methods are used to warn children that work time is almost over, and how long in advance is this warning given?
 - a) What activities are planned for the children who finish their cleanup jobs early?
 - b) If an activity is not planned, what do the children do while waiting for the next planned activity?
4. Tell about the toileting routine.
 - a) What activity is planned for the children who are not involved in the toileting routine?
5. Describe the morning snack period.
 - a) How do the children participate in the snack period?
 - b) How do the teachers participate in the snack period?
6. How does the staff gather the children for group time?

SUGGESTIONS FOR TRANSITION ACTIVITIES

"All the children with yellow socks, go to the bathroom."

"All the children whose name begins with B, go to the table."

"I am thinking of a name that rhymes with 'Mom'. Can anyone guess who that person is? He may go to get his coat."

Children who complete cleanup may go to the book corner to read, while others complete cleanup activities.

As children complete activities, they help set the table for lunch, fix cots, etc.

A music activity ends and children are going on to another activity. Use a theme from the music activity to move them into the next activity, e.g., they were all pretending to be cats: "Let's get down on our bellies and crawl like pussycats over to the coat rack."

When children are outdoors, certain groups need to be prepared to get ready to stop playing before others, e.g., all the trikes have to be put away. This group can begin first. Or, if the children are playing in sand or mud, the children need to wash under the hose first.

As children come into the classroom in the morning, teacher greets them and has specific activities ready for them to work with, e.g., table toys, puzzles, drawing. The children hang their coats and make an easy transition into the daily routine when they know what is expected of them.

It is almost time for the bus to come to take the children home. The children have their coats on already and it is not very cold outdoors. Play several circle games outside while you wait.

Have two 'story' groups before lunch or before children return home.

Try flannel board activities, read a poem or tell a story instead of reading a story during a transition time.

Teach a new, short song. Or sing a new song to the children and tell them you will teach it to them another time, real soon.

Use a puppet to 'invite' children to the circle. "Mr. Rabbit" is waiting for you so that we can start our story, etc. A child who finds transitions difficult could wear the puppet and invite the other children.

Think about if you were a substitute teacher and had to read your plan to carry out a good day with children. Would you know what to do?

LESSON PLAN GUIDELINES

1. Objectives
Write the objectives for the week.
Be specific: "The children will be able to develop skills in cutting."
2. Individualization
Write children's names and the specific skills to be worked with.
Example: John - recognizing color red
Susan - listening skills
3. Small Groups
Specify which activities will be conducted in small groups such as circle time, story time, work time activities.
4. Time Frames
Indicate time frames of activities and provide appropriate amount of time.
Example: story or circle 10-15 minutes
free play 45-60 minutes
5. Free Play
What learning centers are open?
What skills are being developed?
For whom?
Example: art - cutting (Jim)
- pasting (Tom)

blocks - matching (Diane)
- balancing (Eric, Tina)
6. Staff/Volunteer
List which staff members or volunteers are responsible for each activity.
Example: Story: Caps for Sale - Ms. White
Story: The Red Balloon - Ms. Smith
7. Assessment
Which children?
What part of the assessment?
Write down when you will do the assessment, e.g., part of free play, outdoor play, circle time.
8. Transition Activities
Brief activities that are planned between longer, larger blocks of time.
Describe the transition activities between lunch and rest, quiet reading time.
9. Provide specific details about the following areas:
What are the titles of stories, songs, records, etc.?
Example: Story time: Martin's Father - Ms. Jones
Caps for Sale - Ms. White
10. Outdoor Play
What skills are being developed?
For whom?
Example: sliding board - climbing
"duck duck goose" - running
11. Plan for alternative weather.

SAMPLE LESSON PLAN

Objectives for Week: To increase children's awareness of Thanksgiving
To improve children's gross motor skills - emphasis

Week of: November 20-25th

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival and Free Play 8:30-9:00	table toys, puzzles, beads	lotto games, building material suitable to table	puzzles, beads	crayon pictures blocks	beads, table building material
Breakfast and Toileting 9:00-9:30	emphasis - colors self-help skills Bonnie, Jimmy	emphasis - taste self-help skills Tim, Jake	emphasis - shape self-help skills Carol, Karen	emphasis - size self-help skills Brian	emphasis - color self-help skills Sarah
Circle Time 9:30-9:45 possible activities: songs movement activity finger plays plan for the day discussions sharing show and tell	Song: "If You're Happy and You Know It" Finger Play - "Eensy Weensy Spider" Plan for Day	Movement Activity "Turkey Gobbles" Discuss Thanks- giving coming soon Plan for Day	Finger play - open shut them Song-Turkey Song Sharing	Song - "If You're Happy and You Know It" Finger Play - Five Little Turkeys	Movement Activity - Bunny Hop Plan for Day Sharing
Transition Activity 9:45-9:50	Color Game - All the children with red, green	Shape Game	Spatial Relationship Game	Listening Game	Creative Activity-Write a Poem
Free Play and Work Time 9:50-10:30 possible learning centers: art housekeeping area blocks manipulative materials water tables	Blocks, Housekeeping area Easel painting Water play	Blocks Housekeeping Manipulative Materials, Collage-art with leaves, sand play	Blocks Housekeeping Sponge painting - art Water play	Blocks Housekeeping, Manipulatives Crayon pictures Easel painting Sand play	Blocks, Housekeeping Collage-with leaves, Water play
Transition Activity 10:30-10:40	Science Activity Demonstrate Shadows	Language Activity Listening Skills Play sound record	Science Activity plant in closet plant in window	Language Activity Rhyming Game	Spatial Rela- tionship Game
Outdoor Play 10:40-11:10	Game: "Duck Duck Goose" all equipment	Game: Little Sally Saucer slide, trikes	Farmer in the Dell wagons, slide	"Duck Duck Goose" swings, trikes	Ball games slide
Transition Activity 11:10-11:20	Children come indoors on tip toes	children walk like turkeys	children come indoors like pilgrims hunting	children come indoors walking as they can	children jump inside
Music Activity 11:20-11:35	Sara - balancing skills; Hap Palmer record	Tim-self-concept Farm animals, creative movement	David-attention span, Hap Palmer record	Dramatize pil- grims & Indians hunting, fishing	Carol-listening skills, Band instruments
Story Time 11:35-11:50	"Turkeys say Gobble Gobble"	Smith-Caps for Sale, Flannel Board Story	Jones- 3 Bears Smith- The Story of Thanksgiving	Jones-Children Tell Story of Thanksgiving	"Turkeys Say Gobble Gobble" Smith - poem
Departure 11:50-12:15	Foster language expression Zipping	Buttoning Snapping	Foster language expression	Buttoning Language skills	All - self- 64 concept. praise

Training Volunteers to Work in the Classroom

Overview

This workshop focuses on the recruitment and preparation of volunteers to work in the classroom. It is designed for up to 25 people. It is designed for education coordinators and classroom staff, using large and small group activities, lecture and discussion. The workshop was compiled and developed from materials used at the Head Start Resource and Training Center and from the Montgomery County Head Start Program and Montgomery County Public Schools in Montgomery County, Maryland.

Volunteers can be a great asset to a program, or a burden. Volunteers can enhance a program greatly if they are appropriately prepared to work in the classroom. Often, classroom staff and education coordinators neglect the initial steps of working with volunteers which involve orientations as well as assessing needs, interests and skills.

Learning Outcomes

The participants will be able to:

- Describe the value of volunteers working in the classroom
- List strategies to recruit volunteers to work in the classroom
- List steps programs can take to prepare volunteers to work in the classroom

Agenda

Introduction

Warm-up Activity

The Pro's and Con's of Volunteers to Work in the Classroom

The Recruitment of Volunteers

Preparing Volunteers to Work in the Classroom

Orientation and Training

Handling Uncooperative Volunteers or Difficult Situations Related to Working with Volunteers

Summary and Evaluation of Session

Preparing Volunteers in the Classroom

PROCEDURES

Approximate Time	Activity
10 minutes	<u>Introduction</u> - Review the agenda and the trainer's objectives for the workshop.
15 minutes	<u>Warm-up Activity</u> - Ask participants to form pairs. Direct them to introduce themselves to one another and share an experience they had either as a volunteer or supervising a volunteer. <u>Report Back and Discussion</u> - Ask participants to share each others' comments with a large group. Make a list of pros and cons of having volunteers in the classroom, as they talk. (See page 7a.)
15 minutes	<u>Mini Lecture</u> - Discuss why we have a volunteer program in Head Start. What are the benefits to the program? What are the benefits to the community? (See pages 7a and 7b.) Who are the volunteers that we are able to draw on within a community? Write down the list of volunteer resources as participants name them. (See page 15.) Discuss the importance of the recruitment process. (See page 5 for guide for discussion.)
15 minutes	<u>Small Group Activity</u> - Ask participants to form small groups. Ask them to discuss the next step in the process, preparing volunteers to work in the classroom. Ask them to come up with a list of suggestions to compile as part of an orientation program. (See page 12.) Give them a statement: "I am a new volunteer. I want to work in the Head Start classroom. These are things I want to know as part of an orientation program."
15 minutes	<u>Group Discussion and Report Back</u> - Ask participants to share their lists with the large group.

PROCEDURES

Approximate Time	Activity
20 minutes	<u>Small Group Activity</u> - Ask participants to become very specific about the various components of the orientation program. In this activity, stress that the participants will be given the task of writing some of the materials necessary for an orientation of volunteers. There will be three groups: Group A An Information Sheet (See page <u>10</u>.) Group B Job Description (See page <u>11</u>.) Group C Inventory Sheet of Skills Interests and Experiences (See page <u>14</u>.) Before participants break into their groups give them a one sentence definition of what you want them to develop. Example: "An Information Sheet is a list of facts volunteers need to know about the organization and what is expected of them as a volunteer."
20 minutes	Report Back. Include some comments about recognizing the importance of the volunteer and utilizing volunteers eventually as substitute teachers, when feasible. (See page <u>30</u>.)
15 minutes	Mini Lecture - Discuss what negative experiences occur when volunteers work in the classroom. Mention the importance of communication. (See pages <u>26 - 27</u> for examples.)

PROCEDURES

<u>Approximate Time</u>	<u>Activity</u>
45 minutes	<u>Case Studies</u> - Small Group Activity. Ask participants to form small groups again. Give each group a case study (see pages <u>26</u> and <u>27</u>) to study. Instruct them to read the case study and come up with one appropriate and one inappropriate way of handling the situation assigned to their group.
60 minutes	Lunch
30 minutes	<u>Large Group Activity</u> - Brainstorming activity. <u>The Orientation Session</u> - Ask the group to brainstorm what the components of an orientation session would include. Discuss <u>when</u> it should be held, <u>who</u> would be involved, <u>why</u> it is necessary and <u>how</u> it should be conducted, as well as <u>where</u> and <u>when</u>. (See pages <u>18</u> - <u>23</u> for supplemental training materials related to child development and curriculum activities.)
30 minutes	<u>Small Group Activity</u> - Ask the participants to design an orientation session for volunteers in their community. Specify that it could be a half day or full day session. Add that it could be in more than one place, and it could be more than one day to complete. (See pages <u>16</u> and <u>17</u> for sample orientation session.)
30 minutes	Report Back and Discuss the Group's Ideas.
15 minutes	Summary and Evaluation of Session.

Recruitment

KEY POINTS FOR DISCUSSION

Decide on the type of volunteers you need and want to work in the classroom.

Decide what organization in the community can best serve Head Start's volunteer needs.

Volunteers can be contributed individually or through organizations.

Use audiovisual as well as written literature to promote your volunteer needs.

Volunteers can range from junior high school age to senior citizens.

Classroom volunteers should be people with warm personalities. They should be interested in and feel comfortable with children. They should have the ability to follow directions and be able to work with a variety of people.

They should be accepting of individual differences. They should have an appreciation for various racial and ethnic groups.

Check on whether there is a volunteer bureau in your community. It can help you identify appropriate organizations that might like to contribute volunteers to your group.

Staff of the Head Start programs will make an effort to recruit both informally and formally.

Individual staff members will identify parents and others in the community who will seem interested and who can contribute to the classroom environment.

Tape radio and television spots that can be used as Public Service Announcements.

Develop a slide show which you can take to various community group meetings.

The school system sponsors programs that give students opportunities to explore a variety of careers. Many senior citizen organizations, either church or community related, will coordinate and assign volunteers to Head Start programs. RSVP and Foster Grandparents, 4-H Clubs, Teen groups, YMCA's, Youth Groups, all coordinate volunteer programs.

Speaking engagements at community organizations, monthly meetings or dinners are an excellent way of interesting volunteers in Head Start.

Hold an Open House and invite members of the city council, heads of various women's groups and youth groups, etc., as well as parents who may be interested in enrolling children in the program.

Arrange for directors, coordinators and policy council members to speak to various groups in your community. Bring a slide presentation or a film to demonstrate the purpose of the Head Start program and why you need volunteers to support your program.

Use a wide variety of publicity, poster flyers, radio and T.V. announcements, articles in newsletters and other strategies, to publicize the Open House. Leave sufficient time to prepare this media material and announce no more than several days on radio and T.V. and no more than a month in the written media.

PROS AND CONS OF VOLUNTEERS IN THE CLASSROOM

PROS

1. Increases opportunity for community understanding.
2. Shares time and talent with the Head Start Program.
3. Assists in building self-esteem in children.
4. Helps children develop a more positive attitude towards learning.
5. Increases children's awareness and understanding of people of a variety of ages and backgrounds.
6. Gives children more individual attention.
7. Provides help with maintenance tasks.
8. Provides help to children with special needs.
9. Brings new energy and enthusiasm to the classroom.
10. Provides help with preparing new materials.
11. Volunteers can gain new insights about child development and early childhood education.

CONS

1. Volunteers take too much time to train.
2. Volunteers require close attention.
3. Volunteers "play teacher" and use the disciplinary actions not necessarily approved of by the teaching staff.
4. Volunteers talk negatively to children.
5. Volunteers are not always dependable.
6. Volunteers disrupt activities.
7. Volunteers can bring negative work attitudes into the classroom.
8. Since volunteers are not paid, they are difficult to supervise.
9. Volunteers sometimes wear sloppy clothing and chew gum and make poor models for children.

WHY ARE VOLUNTEERS IMPORTANT IN HEAD START?

The Head Start program first began back in 1965 when Lyndon B. Johnson was our President. It was designed to help break the cycle of poverty by providing preschool children of low income families with a comprehensive program to meet their educational, social, health, nutritional and psychological needs. The children were given a head start to help them meet the challenges that lay ahead. Project Head Start was seen as the means to achieve that goal.

Do you remember when you went to school? Think back to your school days.

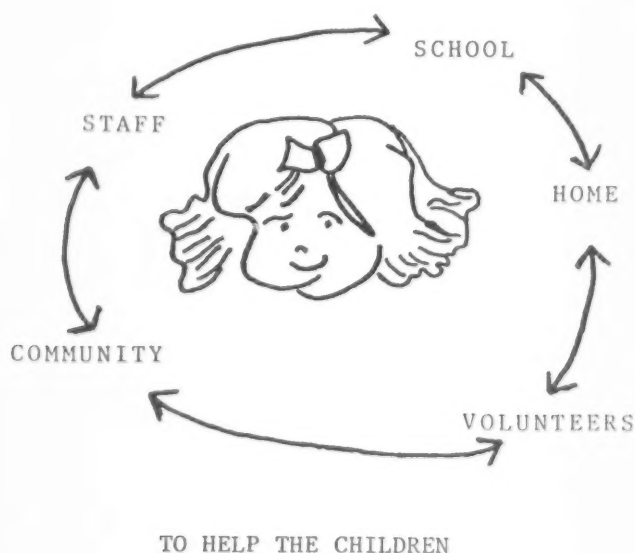
One teacher.....Many children.

Don't talk, raise your hands, line up. "Everybody do this".

One teacher.....Many children.

Head Start children need to talk, to ask questions, to share ideas, to get answers. Head Start children need to work and play in groups of two or three or four. Only sometimes "everybody do this"... All the children need to feel good about themselves. Every child means shy Susie; rough, tough Tommy; and loud Louie.

In Head Start, children are given many chances to try new things.... to paint....to dress up....to sing a new song....to talk. This is how they learn. It takes time. Being a Head Start teacher is a CHALLENGE! Teachers in the Head Start program need help to help the children grow and develop. In Head Start EVERYONE NEEDS TO WORK TOGETHER.



Taken from: "Working With Volunteers", Ellie Lapides, 11/15/78.

SUGGESTIONS FOR AN ORIENTATION PROGRAM

PREPARING VOLUNTEERS TO WORK IN THE CLASSROOM

1. Invite potential volunteers to observe a Head Start program for several hours or to come back once or twice to observe various parts of the day in order to decide whether or not they would enjoy being a classroom volunteer.
2. Give a brief orientation using films, filmstrips and other resources on child development. Volunteers need to understand the developmental needs of 3's, 4's and 5's. (See Handout #10.)
3. Give volunteers training on "a day in the Head Start Program" so they understand what to expect and explain why each activity is scheduled into the day.
4. Provide training on discipline and how Head Start staff disciplines young children and why. Give them materials to browse through as well.
5. Ask volunteers to fill out a volunteer interest inventory sheet. Volunteers who are involved in activities they are interested in will be of greatest value to your classroom program. (See page 14 for a sample inventory form.)
6. Ask volunteers to fill out and sign a statement of commitment. This procedure enhances the chances for greater dependability. It is like signing a contract and reaffirms to the volunteer what his/her roles and responsibilities are to the classroom and that s/he is valued by the Head Start Program. (See page 24 for a sample "Memo of Understanding" from Montgomery County Public Schools.)
7. Classroom volunteers should be healthy and generally in good physical condition. Working with young children requires special energy and good health. The local health department requires a T.B. test in order to assure that staff as well as volunteers are free of communicable disease.

ORIENTATION OF CLASSROOM VOLUNTEERS

SAMPLE PHILOSOPHY OF THE HEAD START PROGRAM

The Head Start Program approach is based on the philosophy that a child can benefit from a program that is concerned with all aspects of his development. The child's entire family as well as the community must be involved. The overall goal of the Head Start program is to bring about a greater degree of social competence in children of low income families.

SAMPLE PROGRAM STATEMENT

CHILD DEVELOPMENT

The children are enrolled in 52 classes of approximately 16 children each with a qualified teacher and teacher aide. Approximately 12% of the enrollment is comprised of handicapped children and special services are provided for them. Additional volunteer aides assist the regular staff members in a variety of activities planned to provide maximum opportunities for the child to develop his capacities emotionally, socially and mentally. The child's physical development is also given close attention through health services, clinical treatment, dental care, and other special individual services according to the needs of each four year old. The class activities are organized to provide strengthening of language arts abilities, developing social skills, extending horizons through cultural and community experiences, establishing self discipline patterns, and experiencing the thrill of success.

PARENT ACTIVITY

The Head Start project is designed as a family program in which parents are involved in observing, participating, learning and ultimately finding ways of attaining increased family confidence and dignity. Adult classes and similar activities are organized for parents as a means of enabling parents to solidify family ties, actively participate in community activities, and acquire new skills for increasing earning power as a wage earner.

INFORMATION SHEET FOR VOLUNTEERS

Daily Procedure

1. Volunteers need to know where to sign in.
2. Volunteers need to know how and when to fill out a time sheet.
3. Volunteers need to know who to call should they need to report in sick or tardy.
4. Inform volunteers to give adequate notice, whenever possible, should they know they will not be able to keep their volunteer commitment.

Logistics

1. Volunteers need to know where things are in the room.
2. Volunteers need to know where to obtain bus transportation.
3. Volunteers need to know where to hang coat and umbrella.
4. Volunteers need to know where to obtain lunch if they are not going to share lunch with the children.
5. Volunteers need to know where the staff lounge or the phones are and the bathroom.
6. Volunteers are concerned about the proper way to address classroom staff and officials.
7. Volunteers need to know when they are to take a break, and lunch hours.

General Tips

1. Wear comfortable old clothing you will not worry about getting soiled.
2. Wear comfortable shoes since you may be on your feet a great deal.
3. Talk with a child at the child's level. Bend down and meet them at eye level.
4. Listen when children talk to you.
5. Restrain from gossip about children or other adults.
6. Ask the head teacher if you are unsure how to handle a situation or where certain materials or supplies are kept.
7. Use your own good judgment in an emergency when there is no one to help you.

JOB DESCRIPTION OF A CLASSROOM VOLUNTEER

- * Assists classroom teacher and teacher-aide in general maintenance duties in the classroom.
- * Reads or tells stories to the children upon staff request.
- * Assists during naptime to rub backs and soothe children as they rest or sleep.
- * Assists during art activities; preparing materials such as paste, paper and paint.
- * Leads activities outdoors and indoors that are based on the interest, skill and experience of the volunteers.
- * Prepares or assists in the preparation of snack.
- * Assists children with clothing upon arrival, departure and going in and out of doors to play.
- * Works with small groups during free play, will be assigned to various learning centers.
- * Assists children with special projects.
- * Prepares games and teaching aids.
- * Assists in decorating room; changing pictures on the bulletin board.
- * Assists in supervising children during outdoor play and on field trips.
- * Assists in record keeping duties, checking attendance, inventory of supplies, etc.

CHECKLIST FOR TEACHERS

1. Do other team members understand why volunteers are being used in the classroom?
2. Have you tried using a variety of volunteers?
 - parents
 - high school students
 - retired citizens
 - college students
 - neighborhood people
 - club groups
3. Do you consider a volunteer's particular capabilities, interests, experience and offer jobs commensurate with these?
4. When volunteers are asked to do a specific job, do they know:
 - What they are to do?
 - If there is a time limit?
 - Who will assist them (if needed)?
5. Do you leave a volunteer free to refuse an assignment?
6. Do your volunteers know what is expected of them as to:
 - performance?
 - appearance?
 - behavior?
 - confidentiality?
7. Do you make volunteers feel needed, wanted and appreciated?
8. Do you invite your volunteers to take part in:
 - planning meetings?
 - workshops?
 - conferences?

CHECKLIST FOR TEACHERS (Continued)

9. Do you make your volunteers aware of rules and procedures in the program?
10. Does your volunteer have a way of reaching you?
11. Do you have a regular way of communicating with your volunteers?
meetings _____
phone _____
notes _____
12. Are volunteers encouraged to make suggestions and are their ideas incorporated if they are appropriate?
13. If your volunteers appear to be a liability, have you considered any new approaches that might convert them into assets?
14. Do you call on the Volunteer Coordinator to help before situations get completely out of hand?

Volunteer Manual STATO Darrell Johnson

VOLUNTEER INTEREST INVENTORY SHEET

Name: _____

Would you like to:

1. _____ Read a story to some of the children?
2. _____ Teach or lead a song or some music activity?
3. _____ Conduct an art activity?
4. _____ Work puzzles with some children?
5. _____ Conduct small group instruction activities?
6. _____ Show some children how to use carpentry tools?
7. _____ Show children how to use a guitar or other musical instrument?
8. _____ Conduct large-motor activities?
9. _____ Prepare and help serve snacks?
10. _____ Help make playground materials?
11. _____ Cook or bake with some children?
12. _____ Display a costume from another country or an ethnic group?
13. _____ Plan a field trip for the children?
14. _____ Show film or filmstrips?
15. _____ Help make materials for the classroom?
16. _____ Share your hobby with the class? If so, what is it?
17. _____ Bring refreshments for a holiday party?
18. _____ Play games with the children?
19. _____ Take photographs of the children at special events?
20. _____ Repair and maintain equipment?
21. _____ Choose library books for the classroom?
22. _____ Prepare a class scrapbook?
23. _____ Accompany children to dentist or doctor appointments?

OTHER IDEAS: _____

VOLUNTEER RESOURCES

Parents	Accountants
College Students	Beauticians
High School Students	Dressmakers
Senior Citizens	Social Workers
Junior High Students	Librarians
Retired Carpenters	Lawyers
Former Librarians	Doctors
Recreation Specialists	Grandparents
Swimming Instructors	Nurses
Child Development Specialists	Artists
Retired Teachers	Scientists
Nutritionists, Cooks, Chefs	Craftsmen
Nursing Students	Electricians
Psychologists	

SAMPLE TRAINING SESSION

Orientation for Volunteers and Sub Aides
"Working in the Classroom"

AGENDA

LEARNING OUTCOMES

The participants will be able to:

- gain awareness about the Head Start Philosophy
- list the jobs in the classroom that volunteers can do
- describe principles of child development
- list their own skills and interests that could contribute to a Head Start program

AGENDA

Warm-up Activity	Ask participants to introduce themselves to someone they do not know and learn three things about that person.
Introduction	Go over agenda, objectives for session.
View Film	Head Start Volunteers *
Discussion	Discuss film and ask volunteers why they chose to work in the Head Start classroom.
Small Group Activity	Ask participants to list their expectations of Head Start.
Report Back	
Break	
Mini Lecture	Discuss basic information about being a volunteer, e.g., time sheet, tuberculin shot, call in for sick leave, etc.
Show Filmstrip	I Am A Teacher's Aide **
Discussion	Discuss the various roles the aide or volunteer has in the classroom; some of the fears that the volunteer may have about leading a group activity, etc.

Summarize and Evaluate Session

*Film can be obtained from Head Start Resource and Training Center, College Park, MD 301-454-5786.

**Filmstrip can be obtained from Bi-State Training Office, University of Maryland, College Park, MD 301-454-2340.

SAMPLE TRAINING SESSION

Office of the Associate Superintendent for Continuing Education
MONTGOMERY COUNTY PUBLIC SCHOOLS
Division of Head Start
Rockville, Maryland

September 29, 1980

Orientation for Volunteers and Sub-Aides

"WORKING IN THE CLASSROOM"
OCTOBER 1980

AGENDA

Coffee

"Head Start Is".....Slide tape or general information sharing.

What is Head Start all about?

Expectations.....What should you expect from Head Start Children?

Hand out
and
Exercise

What does Head Start expect from you?

Jobs.....What jobs can you do in Head Start?

(Brainstorming)

Problems.....Film: Little Blocks - from Bi-State

What problems arise in the classroom?

Small groups -
three problems
to solve in each
group - share
with larger group

How do you handle them?

Wrap-up.....What did we miss?
(Questions and answers)

Patti Stefanelli
Coordinator of Volunteer Services

Bernice James
Career Development Coordinator

CHILD DEVELOPMENT PROFILES

3 - 4 YEAR OLD

"Do It Yourself Age: Trustworthy, Delightful"

Characteristics - Three and Four Year Olds

- Increases body image concepts
- Runs easily, jumps, tries anything
- Rides a tricycle
- Stands on one foot momentarily
- Dresses self fairly well
- Feeds self with spoon and fork
- Takes care of toilet needs with less thought
- Begins to perceive - attaches meaning to objectives (a prerequisite to formal learning)
- Begins to do puzzles - 3 to 8 pieces
- Scribbles become circular
- Loves to play with sounds - giggles over nonsense words
- Begins to see differences in ways men and women act
- Is good company, interested in things outside of himself
- Begins group play
- Knows right from wrong
- Begins to acquire fears - dogs, etc.
- Understands hazards
- Knows difference between boys and girls

Characteristics - Four and Five Year Olds Why state: A dear, lively, disagrees

Runs, hops, climbs easily, rides tricycle well; nimble; stops, starts, turns corners; able to balance on one foot 2 - 5 seconds

Likes boisterous unhampered play, needs large muscle activity

On the go

Holds pencil, crayons, paint brushes in adult manner; enjoys painting

Usually knows primary colors

Begins to conceptualize and generalize; perceives analogies

Has imaginary playmates; likes to pretend - fireman, cowboy, nurse

Likes crayons, chalk, paint, sand, water, mud; enjoys their feel

Dresses self well; laces shoes, no tying ability but can button

Likes cozy places - secret places

Can usually count fingers, maybe higher

Acquires new fears; great development of imagination

Talks incessantly - running conversation; runs topics into ground

Begins to have sense of time - day, night, getting up, eating lunch, etc.

Asks endless questions; Why? and How?

Plays with other children; prefers his own sex; likes cooperative affairs

Shows love for parents of opposite sex

Likes dramatic play

Imitates adults' life; likes hand puppets; lets out frustration and anger

SOME POSITIVE WAYS TO ENCOURAGE A POSITIVE SELF-CONCEPT IN CHILDREN

Children learn to feel good about themselves from the way those around them treat them and make them feel. Praise, help, encouragement, love, understanding - all help the child to develop positive feelings about who he is. These positive feelings plus trust in the environment make it possible for the child to cope with the demands of life.

--USE MORE DO'S THAN DON'TS

Tell the child what to do rather than what not to do. Using "Do's" rather than "Don'ts" is very difficult, especially if adults already have the "don't" habit. It is very difficult to break bad habits. Using "Do's" rather than "Don'ts" requires much thought and practice. However, the improvement in your relationship with the child will make it worth the effort.

The Don'ts

Don't drag your coat on the ground.

Don't squeeze the cat.

Don't slam the door.

Don't draw on the table.

The Do's

Hold your coat so it doesn't drag.

Carry the cat gently.

Close the door softly, please.

You can color on this page.

Talk to children as you talk to your friends. If adults would talk to children with as much consideration and respect as they talk to their friends, they could really communicate with children and be on the way to excellent relationships.

--TALK WITH (NOT AT) CHILDREN

Talking "at" the child is one-sided conversation. Talking "with" a child is two-way conversation - talking to him and then listening to what he has to say.

--TRY NOT TO INTERRUPT AND SCOLD CHILDREN WHEN THEY ARE TELLING YOU THEIR STORIES

Jeannie came to you quite excited about the turtle crawling in the bathroom. You interrupt Jeannie - rudely and at great length - to scold her for taking the turtle out without permission. Jeannie immediately lost interest in sharing her feelings with you. You certainly should remind Jeannie of the rule about asking permission, but at another time.

PRACTICES THAT LOWER SELF-ESTEEM

1. Comparing one child with another.

Example: "Look at Johnny. See how nicely he naps?"

2. Creating competition among children.

Example: "Let's see who can finish his painting first."

3. Being overprotective with children.

Example: "Helen, let me hold your hand as you climb up the ladder."

4. Judging children in their hearing.

Example: "Did you see those dirty pair of socks that child is wearing today, Ms. Jones?"

5. Using physical punishment as a way of developing self-control.

Example: "I have to punish you this way because I really love you and care about you."

SUGGESTIONS OF THINGS TO DO

1. Make goodies for birthday parties and holiday parties in the classroom.
 2. Put on a puppet show, even a two-minute one, with stick puppets of "Little Red Riding Hood", for example, maybe hiding behind the easel.
 3. Put on a play; something like "Caps for Sale", for instance.
 4. Put on a dance program - short and simple.
 5. Play instruments even if it is just "Twinkle Twinkle Little Star."
 6. Bring in supplies or ingredients for special projects such as:
 - Cooking (or strawberry jam you made at home)
 - Arts and crafts
 - Real animals to look at
 7. Man the carpentry bench.
 8. Knit hats and mittens.
 9. Bring in parts of a collection of yours, such as sea shells, an old doll, a music box, owl statues, etc. Try to bring the most durable. Discuss handling the objects "one at a time" in the circle.
 10. Bring something special:
 - A canoe on top of your car; show the paddles, life jacket, oars, etc.
 - A telescope or binoculars or home movie of your family.
 - Your non-biting dog on a leash.
 - Your nurse's or waitress' uniform and "tools of the trade."
 - Flowers from your garden.
 - A branch of a tree with beginning peaches on it.
 - Your knitting needles or crochet hook and yarns; show how the yarn becomes a mitten.
 11. Collect things for the classroom (see "Things to Collect").
 12. Make things for the classroom (see "Things to Make").
- From: "For Helping Hands for Head Start: Suggestions for Volunteers."

THINGS TO COLLECT

Prop boxes in suitable containers:

Plumber's Kit

Pipes, T's, wrench, elbows, inside and outside screws, bell

Carpenter's Kit

Tools that work (plastic tools are frustrating and don't teach any skills), saw, hammer, nails of different sizes, brace and bit with different sized bits, clamps, vise

Firefighter's Kit

Hat, badge, gloves, boots, raincoat, piece of garden hose

Police Kit

Hat, badge, stop and go signs, ticket book, pencil

Mailcarrier's Kit

Mail bag, letters, cap, mail boxes

Nurse's or Doctor's Kit

Carrying case, plastic hypodermic (leftover plunger from doctor's office), stethoscope, torn sheet bandages, apron with red cross on it, hat, empty plastic pill bottles, sling and safety pin, white shirt for doctor, pencil, flashlight

Gas Station Attendant's Kit

Cloth for wiping window, hose, road map of Maryland, box to paint for gas pump, empty oil can, small oil can with nozzle (empty), old windshield wipers, tire, inner tube, tire pump, pad and paper for job estimates, blue workshirt, flashlight, screwdriver

Children's books

Toys in good condition

Indoor and outdoor clothing - children's* and adults

Shoes and boots - children's and adults

Money for shoe fund, underwear, and socks

Gift bags with underwear, socks, washcloth and soap, toothbrush and toothpaste, comb and brush

*Needed especially are warm coats and jackets, hats and mittens, raincoats and boots, underwear and socks.

Christmas stockings with candy, oranges and small toys

Household items:

sheets, drapes, furniture, dishes, pots, pans, rugs, blankets

Language boxes:

Cover the lid of a cigar box with flannel (can be used as a flannel board). Put the following items in the box:

buttons of different sizes and colors

hand puppet

flannel or felt

basic shapes of primary colors

story figures of felt or cardboard backed
with sandpaper

plain and construction paper cut to size of
box

pencil

crayons

Please make sure the collections are washed and in good condition since many of our families have difficulty repairing damaged materials.

From: For "Helping Hands for Head Start: Suggestions for Volunteers"
Montgomery County Public Schools, Division of Head Start

THINGS TO RECYCLE

Odds and Ends	Containers
Spools	Coffee cans
Buttons	Baby food jars
Fabric	Egg cartons
Yarn	Milk cartons.
String	Berry baskets
Corks	Oatmeal boxes
Popsicle sticks	Shoe boxes
Bottle caps	Plastic tubs
Styrofoam packing	Jar lids
Clothes pins	"L" Eggs"
Old socks, gloves, stockings	Nuts
Aluminum trays	Wood scraps
Outside things	Paper
Used clothing - men's and women's	Newspaper
Clothes hangers	Sea shells
Old jewelry	Magazines
Wrapping paper	Purses
Shirt cardboard	Catalogues
Computer paper	Pine cones
Greeting cards	Cardboard tubes
Dress-up clothes	

SAMPLE

MEMO OF UNDERSTANDING

As a volunteer working in Montgomery County Public Schools I agree to:

Submit a doctor's certificate that I have been tested for TB and the results are negative

Attend orientation or training sessions that may be necessary to help me in my job

Abide by all school rules and Board of Education regulations which are applicable to me

Honor the following commitment to work at:

School _____

Days _____

For a Period of _____

Time _____ Weeks _____

If I must be absent from a scheduled commitment, I will notify _____ as much in advance as possible.

Signed _____

Address _____

Telephone _____

As a staff member participating in the MCPS Volunteer Program, I agree to:

Accept and support the volunteer's efforts to help

Share information, ideas and techniques which will enable the volunteer to do assigned tasks effectively

Be available on (circle one) M T W Th F at _____ o'clock to provide feedback to the volunteer on his/her job performance

Communicate appreciation for the volunteer's efforts

Signed _____ Date _____

Title _____

Room _____

CASE STUDIES RELATED TO PROBLEMS THAT ARISE
USING VOLUNTEERS IN THE CLASSROOM*

Case Study #1 - The Younger Child

Mrs. Godwin, a parent of a four year old, loves to volunteer. she always brings her two year old who gets into the puzzles and the blocks. The staff ends up always cleaning up after the young child. There are some staff resentments that this extra child causes more work and pressure. What can you do about this matter? What can you tell the staff, if you feel that the parent should continue to bring her child? What can you tell Mrs. Godwin that might help the situation? Could you have prevented this situation from happening?

Case Study #2 - Food in the Classroom

Mrs. Solomon loves the Head Start children and has been volunteering for three weeks. Suddenly, she begins to bring food into the classroom such as potato chips and soda. She begins bringing the food in at nap time and then continues to snack while the children are getting up from nap. What will you do about this matter? What can you say to Mrs. Solomon? How could you have prevented this situation from happening?

Case Study #3 - Leaving the Classroom Without Telling Anyone

Jim Jackson works as a volunteer two mornings a week in the classroom. He has only been working in the room one week when he begins to leave the room at different times without saying anything to the Head teacher or assistant. How do you handle this situation? What do you tell Jim that will help him understand his role and your needs in the classroom? How could you have prevented this situation from happening?

Case Study #4 - Parental Discipline in the Classroom

Mrs. Witherspoon is a parent of Christine, an active three year old who has not had other social experiences with young children. Christine takes things away from other children and has tantrums once in a while if she does not get her way. Mrs. Witherspoon volunteers regularly and gets very upset when her child behaves as she does. Mrs. Witherspoon often tries to discipline her own child in front of the other children, and spansks the child. What can you do about this situation? What do you tell Mrs. Witherspoon? How could you have prevented this situation from happening?

*The above case studies are taken from training material from Montgomery County Maryland Head Start.

Case Study #5 - Stands Around

Mr. Thomas is a retired gentleman and volunteers twice a week. He says he loves the children and likes to play "roughhouse" with the boys out on the playground. In the classroom, however, he just stands or sits around not doing anything much with the children although you have given him some suggestions about what he could do. How can you get Mr. Thomas involved? What can you say to him? How could you have prevented this situation from happening in the first place?

Case Study #6 - Call Me Unreliable

Ms. Brown volunteers every Wednesday---at least she is supposed to! You plan a very special activity for the children requiring several adults. You can't go ahead with the activities since there is not enough help. The children are disappointed and so are you. Ms. Brown doesn't even call to let you know why she didn't come in. What could you do to prevent this situation from happening again? What could you say to Ms. Brown? What could you have done to prevent the situation from happening in the first place?

SOME SUGGESTED RESPONSES
FOR SOLUTION TO CASE STUDIES

1. The Younger Child

Young children are welcome in the Head Start program. Our insurance covers them in the classroom, on the bus, and on field trips. The gains to the family that occur as the result of being in the classroom are worth the extra efforts of including parents with younger children. The parent should understand that he/she is responsible for his/her younger child when visiting the classroom. REMEMBER the 2 or 3 year old will soon be a "Head Starter". This is valuable preparation for that time.

Sometimes two or three parents who live near one another will get together and exchange babysitting. The teacher can be a catalyst effecting this exchange.

2. Food in the Classroom

Sometimes adults feel they can operate on a different standard than children. This might be true in some cases but in the Head Start classroom there is a single standard. If a volunteer goes out to get a snack make sure he/she understands that the snack may not be eaten in the classroom in front of the children. Be pleasant but FIRM.

3. Leaves Without Telling Anyone

The volunteer is an important extra pair of hands in the classroom. The volunteer should tell the teacher if he/she needs to leave for five minutes or for the remainder of the session. Make it clear that you, the teacher, are depending upon the volunteer being in the classroom. Setting a good example by telling another adult when you need to leave might help. Also, tell the volunteer she/he is performing a valuable service by being in the classroom.

4. Parental Discipline in the Classroom

Sometimes parents become embarrassed by their own child's behavior when they are volunteering. The parent is frustrated and uses the most expedient way....HITTING. This situation needs to be dealt with immediately! After you calm the child down, speak to the parent privately about what happened. It is a good idea for the teacher to make it clear how much discipline she/he wants volunteers to assume. This will save the parent from embarrassment, save the child from getting hit, and model for the parent some alternative ways to handle discipline.

5. Stands Around

Some people can come into a classroom and blend right in; other people need to be given directions. Volunteers who don't have anything to do soon lose interest. Keep your volunteers busy. Putting signs in the various learning areas in the room describing the activity is a way of keeping the volunteer in touch with what is going on. Also, you might want to have special projects especially for difficult moments. REMEMBER advance planning will help you get the most out of your volunteer program.

6. Says She is Coming

Ms. Brown says she's coming to volunteer in the classroom but she doesn't show up. You have planned a special activity because you were sure you'd have enough help. The children are disappointed, you are disappointed. Ms. Brown probably had a legitimate reason for staying away...her baby was ill...the repair man came to fix her oven. You need to let your volunteers know that you count on them and if they can't be there a call would be most welcomed.

101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

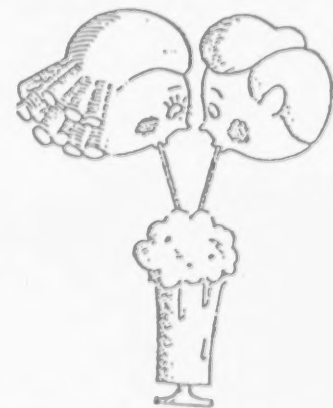
By
Vern Lake
Volunteer Services
Consultant,
Minnesota
Department
of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think it is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.



32. Give additional responsibility.

33. Afford participation in team planning.

34. Respect sensitivities.

35. Enable to grow on the job.

36. Enable to grow out of the job.

37. Send newsworthy information to the media.

38. Have wine and cheese tasting parties.



58. Write them thank you notes.

59. Invite participation in policy formulation.

60. Surprise with coffee and cake.

61. Celebrate outstanding projects and achievements.

62. Nominate for volunteer awards.

63. Have a "Presidents Day" for new presidents of sponsoring groups.



82. Plan a "Recognition Edition" of the agency newsletter.

83. Color code name tags to indicate particular achievements (hours, years unit, etc.).

84. Send commendatory letters to prominent public figures.

85. Say "we missed you."

86. Praise the sponsoring group or club.

87. Promote staff smiles.

88. Facilitate personal maturation.

89. Distinguish between groups and individuals in the group.

90. Maintain safe working conditions.

91. Adequately orientate.

92. Award special citations for extraordinary achievements.

93. Fully indoctrinate regarding the agency.

94. Send Christmas cards.

95. Be familiar with the details of assignments.

96. Conduct community-wide, cooperative, inter-agency recognition events.

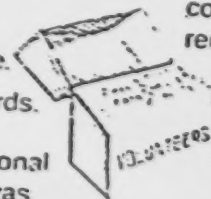
97. Plan a theater party.

98. Attend a sports event.

99. Have a picnic.

100. Say "Thank You."

101. Smile



77. Plan occasional extravaganzas.

78. Instigate client planned surprises.

79. Utilize purchased newspaper space.

80. Promote a "Volunteer-of-the-Month" program.

81. Send letter of appreciation to employer.



39. Ask client-patient to evaluate their work-service.

40. Say "Good Afternoon."

41. Honor their preferences.

42. Create pleasant surroundings.

43. Welcome to staff coffee breaks.

44. Enlist to train other volunteers.

45. Have a public reception.

46. Take time to talk.

47. Defend against hostile or negative staff.

48. Make good plans.

49. Commend to supervisory staff.

50. Send a valentine.

51. Make thorough pre-arrangements.

52. Persuade "personnel" to equate volunteer experience with work experience.

53. Admit to partnership with paid staff.

54. Recommend to prospective employer.

55. Provide scholarships to volunteer conferences or workshops.

56. Offer advocacy roles.

57. Utilize as consultants.

64. Carefully match volunteer with job.

65. Praise them to their friends.

66. Provide substantive in-service training.

67. Provide useful tools in good working condition.

68. Say "Good Night."

69. Plan staff and volunteer social events.

70. Be a real person.

71. Rent billboard space for public laudation.

72. Accept their individuality.

73. Provide opportunities for conferences and evaluation.

74. Identify age groups.

75. Maintain meaningful file.

76. Send impromptu fun cards.

PROGRAM NEEDS ASSESSMENT

- (
- 1) Does your program have trouble recruiting substitute teachers who are familiar with the neighborhood? yes _____ no _____
 - 2) Do your teachers complain that they can never contact any of the people on the substitute list? yes _____ no _____
 - 3) Is your education coordinator tearing his/her hair in the winter months when several teachers are absent and no substitutes are available? yes _____ no _____
 - 4) Is your Head Start career ladder missing a rung between classroom volunteer and teacher assistant? yes _____ no _____
 - 5) Are your Head Start dollars going outside the community to substitutes when your Head Start families desperately need them? yes _____ no _____
 - 6) (Tell the truth now) Are your centers sometimes illegal because of not enough adult coverage? yes _____ no _____
 - 7) Do you choose teacher assistants by how many people on the personnel committee they know instead of choosing among people who have already proved themselves competent in the classroom? yes _____ no _____
- (
- 8) Do you find substitutes sit around the classroom instead of taking responsibility? yes _____ no _____
 - 9) Do your teachers feel that substitutes don't know the children or the daily routine? yes _____ no _____
 - 10) Are your Head Start parents always asking the program for jobs when none is available? yes _____ no _____
 - 11) Are your staff members who have other program responsibilities getting pulled into the classroom to substitute? yes _____ no _____
 - 12) Are your children wasting precious Head Start time because the substitutes don't know how to do lesson plans? yes _____ no _____
 - 13) Are your teachers burning out because two classes are combined when a teacher is absent? yes _____ no _____
 - 14) Are you having trouble complying with the Head Start Performance Standards on parent involvement, 70.2, and parent education? yes _____ no _____
- (

PROGRAM NEEDS ASSESSMENT

- 15) Would you like to see the expertise of your Head Start staff transmitted to your Head Start parents?

yes _____ no _____

If you answered yes to five or more of these questions, you are ready to consider a Parent Substitute Teacher Program for your Head Start.

References

Audiovisual Resources

"Head Start Volunteers" available on loan (free) for Region III Head Start programs from:

Head Start Resource and Training Center
4321 Hartwick Road, Room L-220
College Park, MD 20740

The following audiovisual materials are available from the Bi-State Training Office, University of Maryland:

"Aides Make The Difference" - Film

"I'm A Teacher's Aide" - Filmstrip and Record

These are free to Maryland and Delaware Head Start programs and a \$10.00 rental to other Head Start programs and child care centers.

Bibliography

Helping Hands For Head Start: Suggestions for Volunteers, Patti Steffanelli,
Volunteer Coordinator, Montgomery County Head Start, Montgomery County
Public Schools, Rockville, Maryland.

Techniques for Getting and Keeping Parents Involved: UPO's Head Start Family
Montgomery County School File, Montgomery County, Rockville, Maryland.

Working With Volunteers, Lapides, November 15, 1978, Montgomery County Head
Start, Montgomery County Public Schools, Rockville, Maryland.

Guidelines For Head Start Volunteers: Guidelines for the Use of Volunteers:

Handbook for Staff

Handbook for Volunteers

Available from Montgomery County School Volunteer Program, 850 Hungerford
Drive, Rockville, Maryland.

Increasing Volunteer Participation: Innovative Projects in Two Communities
National Center for Voluntary Action, P.O. Box 4179, Boulder, Colorado
80306.

Additional Resources on Volunteers can be obtained from:

National Center for Voluntary Action
P.O. Box 4179
Boulder, Colorado 80306

and

Humanics
1100 Spring Street, Suite 701
Atlanta, Georgia 30309

An Overview

Introduction

Interview is an "action" word. There is action by one person stimulating reaction by another. Interaction results. It is a conversation and there is a purpose in mind. Humanness enhances that process where forms often fail to do so. Empathy, genuineness and warmth can be conveyed. Reciprocal growth results.

This workshop, using materials from Benjamin's The Helping Interview and Schulman's Intervention in Human Services, examines the basis of interviewing and begins to look at specific interviewing skills. Because it is an extensive area of study, subsequent modules will be developed focusing on additional interviewing, skill-building activities.

Building Interviewing Skills

OVERVIEW

This workshop, designed for up to thirty people, uses individual, small and large group activities. Group interaction in the form of role playing reinforces the skills presented. This training session is one of a series to be developed on the topic of Interviewing. The focus of this particular training is on general principles of interviewing and the relationship of interviewing to the family needs assessment process. The skill of asking questions will also be covered.

This workshop may be four to five hours in length depending upon the amount of time allotted for role playing.

LEARNING OBJECTIVES:

- to review the interview process as it relates to Family Needs Assessments
- to discuss types of questions and their use in conducting interviews
- to build interviewing skills through small group role plays

AGENDA

Interviews - an overview

Interviews and the Family Needs Assessment Process

Questions we like to answer

Effective/Ineffective Questions

Interviewing Practice

Summary/Evaluation

Procedures

Approximate Time	Activity
10 minutes	Briefly explain the agenda and learning objectives for the session.
30 minutes	Present key concepts on Interviews, page <u>4</u> . Distribute Handouts #1 and #2 for review and discussion.
30 minutes	Discuss the use of Interviews in the Family Needs Assessment Process. Brainstorm advantages/problem areas. See page <u>5</u> .
10 minutes	Break
60 minutes	Introduce "Questions We Like to Answer" activity. Proceed with directions and key concepts on pages <u>7</u> and <u>8</u> .
30 minutes	Review Handouts #3 and #4, Effective and Ineffective Questions, along with key concept information on page <u>9</u> .
60 minutes	Lunch
60 minutes	Role play Family Needs Assessment Interviews. See directions on page <u>12</u> .
15 minutes	Break
15 minutes	Discuss role play experiences
15 minutes	Present summary and review the major points of the workshop.

Interviews

The key concepts presented below briefly cover a variety of basic informational points regarding interviewing. The amount of time spent in reviewing the information should be determined by the participants' previous experience with the content. The information may serve as a refresher or can be elaborated upon as needed. Handouts #1 and #2 will serve as useful supplements to the key concepts.

To start off this section, you might ask participants to give a one word completion to the sentence "During interviews we (Social Service Workers) _____."

Some of the following words will indicate an awareness of the process of interviewing.

Listen	Explain	Challenge	Anticipate
Ask	Prepare	Interpret	Connect
Observe	Permit	Confront	Review
Inform	Affirm	Expect	Comment
Advise	Limit	Direct	Motivate

Proceed with the following:

TOPIC	KEY CONCEPTS TO PRESENT
Interview	<u>Definition</u> - a conversation with a purpose <u>Types</u> 1. Intake - information gathering to determine need for Head Start and resources available to meet the families needs 2. Helping - ongoing information gathering to determine family's strengths/needs and to offer direction and assistance <u>Views</u> 1. As a Process a. Initiation
(Supplement this section with Handout #1)	

b. Engagement

c. Contract

2. As a Service

- the purpose is defined in terms of outcomes

Skills in Interviewing

Handout #2 begins to review some skills essential to an effective interview. The following areas are introduced:

- the approach
- form usage
- asking questions
- commenting
- interpreting
- giving direction

Review the above briefly with participants.

(Such skills as Listening and Observing have been covered in HSRTC's Module #8.)

Participants are now ready to discuss the applicability of the preceding to the Family Needs Assessment (FNA) process. Have the group brainstorm advantages and disadvantages in using interviews in the Needs Assessment process. Possible examples might include:

Advantages

Enhances accurate identification of strengths/needs

Feeling and information levels are tapped

Promotes clear understanding of problem areas

Provides an opportunity for discussion, sharing of information, development of a plan of action, etc.

Disadvantages

Takes more time

Requires more skill

In summarizing the lists, it becomes clear that interviews can be a very positive and vital mechanism for assessing needs. After completing the brainstorming, participants are ready to look at how the information can be applied to enhance the needs assessment process. Discussing the use of questions is a good basis since FNA forms involve numerous kinds of questions. Studying types of questions will stimulate inquiry into the effectiveness of forms being used.

After a short break, proceed with the Questions We Like to Answer activity on page 7.

Questions We Like to Answer

The way that we ask questions and the types of questions that we ask largely determine the responses that we will get. Questioning is an important skill in the Social Service Component. Recruitment, Enrollment, the Family Needs Assessment process and Service Delivery all require that the worker be adept in asking questions. Questions can allow the worker to reach specific topic areas and appropriate depths of interest necessary for effective service delivery.

The following exercise and key concepts enable participants to closely examine a variety of questions.

DIRECTIONS

Ask for a volunteer who has a strong interest in a particular area (e.g., reading, politics, tennis, cooking). Next, have the whole group ask the volunteer questions about the interest. The volunteer does not answer the questions, but only states whether she would be interested or not in answering the questions. Tell the group not to screen their questions. Let the volunteer decide if she thinks the question is interesting.

Write the questions on the board (or flip chart paper). Indicate after each, whether the volunteer labeled the question interesting or uninteresting. When complete (after 10 - 15 questions have been asked), ask the volunteer to "star" one or two favorite questions that most interest her. Next, discuss with the volunteer why she was interested in certain questions and not others and why she selected the two specific questions as her favorites. Also, ask the group what differences they see in questions labeled interesting versus not interesting.

Before proceeding, the leader should point out the difference between open-ended and closed questions, and between informational and feeling-level questions.

Now have the group pair off and take turns interviewing each other about one favorite interest. Use the directions given above, allowing discussion and feedback time before moving to the second person. At the end of the exercise, have the total group discuss the following questions:

- Did anyone feel that her partner did a particularly good job? If so, why were her questions interesting?
- Did anyone find that her partner chose a difficult interest for the questioning activity? If so, have the whole group try to come up with questions. Do you have to know a lot about a topic to ask questions?
- Did the questioners learn anything about the person rather than just the topic being discussed? Give examples.

Concepts for Presentation

TOPIC	KEY CONCEPTS TO PRESENT
Open-ended questions	Allow listener to describe, expand, and express many things. For example: Why do you like to cook?
Close-ended questions	Require only a simple, often one-word response. Example: Do you like to cook?
Informational questions	Ask for specific "information." Example: What kind of tennis racquet do you use?
Feeling-level questions	Ask for information unique to the person being questioned. <u>Only</u> s/he has the capacity to answer that question. Example: How do you feel when you win or lose a tennis match?
Use of the above questions	The point is <u>not</u> that open-ended or feeling-level questions are always more interesting. Rather, what is the <u>purpose</u> of the question being asked; is it to obtain information or learn of feelings; to open discussion or limit it? • What are you asking? • Why are you asking it? • What will you do with the information? • Is it necessary for goal accomplishment? Service delivery?

After the next exercise on Effective/Ineffective Questions, the information presented here will be tied into the FNA process, specifically.

Effective/Ineffective Questions

Handouts #3 and #4 begin to take a more specific look at the kinds of questions that we have used in the Social Service component. Briefly review each type of ineffective question (Handout #3) as a basis for looking at specific effective questions (Handout #4). Examine Handout #4 more closely. Use the following procedure for review of each type of effective question.

- Define the "type" of effective question.
e.g., Unemotional Question - one that evokes little or no feeling and appeals to reason.
- Discuss the usefulness of this particular type of question.
e.g., unemotional questions give the worker a mechanism for moving the parent from "feeling" identification to problem solving. A parent may have vented feelings of sadness, anger, etc. for an extended period of time. They now may be ready to look beyond the feelings to "what steps will you take toward solving this problem?" The worker should be tuned-in to cues indicating the parents' readiness to move to the action step mode.
- Give the example listed on the handout.
Unemotional - "What would be your first steps toward solving this problem?"
- Have participants write their own example of an unemotional question.
- Have volunteers share their examples with the total group explaining the appropriateness of the question in specific situations.
- Discuss the impact of these questions (as compared to ineffective questions) on a person's self esteem.

Proceed with Key Concepts under Questions in the Interview Process, page 10.

Questions in the Interview Process

Lecturette:

Many people think that the "question" is the basic tool of the interviewer. The role of the interviewer is not simply that of a "questioner." Rather, it is a combination of all of the skills discussed in the Interview section (page 4). Because of the importance placed on questions and because of the impact that they have on the effectiveness of the process (as well as a person's self esteem), careful attention should be paid to their use.

Questions can be

meaningless meaningful
confusing clarifying
interrupting provide continuity
hard to answer easy to answer
unnecessary necessary

The following information from The Helping Interview may be useful in reference to asking questions.

1. We should be aware of the fact that we are asking questions.
2. We should challenge the questions we are about to ask and weigh carefully the desirability of asking them.
3. We should examine carefully the various sorts of questions available to us and the types of questions we personally tend to use.
4. We should consider alternatives to the asking of questions.
5. We should become sensitive to the questions the interviewee is asking, whether he is asking them outright or not.

Finally, asking yourself the next question will assist greatly in determining whether or not to ask a question:

"Will the question I am about to ask further or inhibit the flow of the interview?"

Questions should be used:

- when we have been unable to hear, listen, or understand for one reason or another

e.g. "I'm sorry, I missed that last part. What did you say?"

- when we want to be sure that we have been understood
 - e.g. "I'm afraid I've been rambling on. What did you understand me to say?"
- when we want to assist the parent in clarifying or exploring further a thought or feeling she has been expressing
 - e.g. "It sounds as if you really hated it. Did you?"
- when we want clarification
 - e.g. "I don't think I understand. What did you mean?"
- when we need further information
 - e.g. "Have you ever undergone surgery before?"
- when we need to assist a parent who finds it hard to continue talking although she seems to have more to say
 - e.g. "Is there anything else you'd like to discuss?"
or "I see you find it difficult to continue.
Perhaps we could talk a bit more about your
stay in the hospital. Would you like to do that?"

In this workshop, we have looked at interviews in general and more specifically at types of questions that we use. Begin thinking over lunch about how this information fits into assessing family needs. We will begin applying the information in a role play exercise.

Interview Practice

Taking the information covered up to this point in to consideration, it is now time to practice using role plays. Each person will have the opportunity to interview and to be interviewed as the process outlined below will be rotated after thirty minutes.

- Have participants work in pairs
 - one person will be the parent
 - one person will be the Social Service worker
- Role play a Family Needs Assessment Interview for a fifteen minute period
 - use of a FNA form is optional
- At the end of fifteen minutes discuss the following (still working in pairs):
 - Did you understand the purpose of the interview? (parent)
 - Did you feel comfortable during the process?
 - What, if anything, made you feel uncomfortable?
 - How did you feel/what did you think about the questions being asked?
 - Did forms help/hinder?
 - What changes, if any, would improve effectiveness?

Repeat the process, changing roles for the second half hour.

In conclusion, discuss, as a total group, the role play experience. Assess the need for continued practice or the need for more information on a particular skill. Prepare to summarize the training day.

Summary and Evaluation

TOPIC	KEY CONCEPTS TO PRESENT
Summary	In concluding the workshop, the trainer should review the original learning objectives. During this session, participants: • reviewed the interview process and its relationship to assessing family needs • discussed types of questions and their use in conducting interviews • practiced role plays to enhance interviewing skills (specifically working on the skill of asking effective questions)
Evaluation	Allow participants time to discuss their reactions to the information presented, activities employed, usefulness of content, need for additional information or practice time, etc.

INTERVIEWING

I. Introduction

1. Definition

Interviewing (get-into-and-view) is not the routine affair of asking set questions and recording answers. It is a conversation with a purpose. The purpose is the effective give-and-take between two human beings in order to build a helping relationship.

One of the older definitions of the term, interview, is peculiarly applicable to the social work interview: "a mutual sight or view" (Webster's New International Dictionary). This concept of mutuality and purposeful talking is fundamental in an interview geared to helping people.

The relationship between you (the worker) and the person you are working with (the Head Start parent) is the most important part of interviewing. The most basic elements of a successful relationship are genuine concern and unconditional positive regard.

Interviewing skills are a combination of having a helping relationship, applying social service methods and ideas that experience has shown are useful, and above all the use of common sense.

2. Process

A. An interview is the coming together of the worker and the parent for:

1. The purpose of defining the parents' concerns/needs in subjective and objective terms.
2. The purpose of examining Head Start's resources for meeting that problem. (You are interviewing the parent. The parent is interviewing you.)

B. An integral part of the interview process is the contracting.

1. Contracting - worker and parent make known their respective requirements for working together to use Head Start resources and community resources for helping solve the problem.

2. Steps of Contracting

- a) relationships - during contracting-testing out and sensing each others' attitudes. (It is here that each begins to assess something of the areas where cooperativeness or antagonism is likely to occur.)

- b) exploration - process proceeds toward the parent getting services/help or rejecting service.
- c) contract - clarification and agreement takes place around the problem:
 - 1. the way the parent feels about the situation is as much a fact as the situation.
 - 2. some aspects of the problem agreed upon.
 - 3. some service is offered.
 - 4. some agreed upon steps that each, worker and parent, will provide
 - 5. time frames established.

3. Types of Interviews

There are two basic types of interviews.

A. The Intake Interview

purpose - information gathering

- 1. family's need for the program.
- 2. agency's resources for meeting the family's needs.

objective - to bring the family into the program.

B. The Helping Interview

purpose - ongoing information gathering

objective -

- 1. helping the parent to identify strengths/needs.
- 2. to offer direction and assistance to use strengths/meet needs.

4. Viewing the Interview

An interview can be viewed in two ways:

- 1. As a Process
- 2. As a service in and of itself

A. As a Process

The interview may be viewed as a microcosm of the entire process of giving help or providing a service. That is, each interview moves through distinct phases, as does the helping-service process.

Phases of the Process

1. Initiation - worker and parent get each other's attention.
2. Engagement - main purpose of the Intake Interview is carried out.
3. Contract - mutual acceptance of the terms of help or service given, where the worker and the parent agree on aspects of the problem to be worked on or need to be met, and the next steps to be taken.

B. As A Service

The interview may be viewed as a service in and of itself. Thus the interview is defined in terms of outcomes.

Possible outcomes:

1. Parent receives information
2. There was a clarification of the problem
3. A change in perspective has occurred
4. The worker secured the kind of information needed to help him/her make a referral
5. There was an enhancement of the parent's self-esteem through the way in which the interview was handled.

The Basic Mechanism of Interviewing

As mentioned, there are two types of interviews, the Intake Interview and the Helping Interview. The latter flows from a good helping relationship and effective interview skills. The most crucial part of the Intake Interview is often the process of introducing yourself. Herein is the beginning of your building a good helping relationship. The following points should be considered in the interview process:

1. The worker should warmly introduce himself/herself and attempt to make the parent feel at ease.
2. It is often helpful to engage in some preliminary non-directive discussion.
3. The filling out of forms should come after discussion and after the contracting phase has been completed. However, some parents may view the data taking as a specific way to begin to talk about his/her problem. Therefore, the worker should be flexible and introduce the forms at the point at which they will be most effective. Some basic attitudes regarding forms and information gathering should be taken into consideration.
 - a. The process of filling out forms has different meanings to different parents.
 1. It may be viewed as the worker's serious intent to give help and get on with the job.
 2. It may be viewed as the taking of evidence.
 3. It may be viewed by people who are weak or helpless due to physical or mental incapacity or due to lack of financial or social resources as one more act to show them that life is not in their own hands.
 - b. The worker should make clear the purposes of the form in order to arrest difficulties and employ techniques that enhance the parents' self-image while filling out the forms. The worker should:
 1. Clarify areas of responsibilities between the worker, Head Start and the parent.
 2. Reassure parents that information on the forms can be changed.
 3. Emphasize the right of the parent to make decisions about the use of the service through Parent Involvement.
 4. Emphasize that the parent has a right to self-determination.
 5. Show that there is an expectation that the parent can and will carry his/her own responsibility.
 6. Point out the confidentiality of all information gathered.

- c. The taking of information should not shut off any meaningful discussion about the nature of the problem.
- d. The filling out of the necessary forms should not be used as a crutch by the worker who fears letting the parent tell his/her story in his/her own way.
- e. The most effective use of information taking is when the use derives from its function - that of a summary.

Forms should be used:

- 1. after the problem has been sufficiently clarified.
 - 2. after the contracting phase has occurred.
 - 3. at the point where the parent agrees to the service.
 - 4. as a check list or as a process of checking with the parent.
 - a. to see whether or not the worker heard (active listening) and interpreted (understanding) the parent correctly.
 - b. to see whether anything essential has been omitted. (Hesitations on the part of the parent need to be looked into. The consumer may need reassurance that the intent of Head Start is to help.)
4. The worker should take into consideration "how" he/she is questioning.
- a. Abrupt or tricky questions are inappropriate. They will only ruin a worker-parent relationship.
 - b. Suspicious wording only creates suspicion and fear in the parent. It does not bring about needed cooperation.
 - c. Mental probing is distrustful but sometimes necessary. Therefore, it should be carried only as far as needed without strain to the relationship.
 - d. Questions should be worded so as to lead conversation. Avoid questions that can be answered by a brief yes or no.
 - e. The manner and tone of voice should be such as to convey that the reason for the question is for understanding and assistance.
 - f. Usually questions should be asked for two main reasons:
 - 1. Obtain specifically needed information.
 - 2. Direct parents' conversation from fruitless to fruitful channels.

5. Commenting during the Intake Interview should be relevant. Once again, the worker should take into consideration the "how" of the commenting.
 - a. The speaker's inflection is important. Depending on the tone of the voice, the comment, "You found your last job pretty difficult", will have a different meaning.
 - b. The worker should be aware of the art of giving comments.
 1. bored expression
 2. cordial manner
6. The worker must interpret the many clues to the underlying situation, especially during a Helping Interview.
 - a. Constantly forming reasons as to the basic factors in the case.
 1. test them
 2. usually reject most
 3. tentatively retain alternatives
 4. change reasons or factors or become clearer
 - b. Constantly seeking further information.
7. Direction is an important factor in a Helping Interview. Direction should consist of:
 - a. setting topics of discussion.
 - b. determining the pace (however, the parent should arrive at conclusions at his/her pace).
 - c. worker consciously acting as a guide directing the conversation along paths that enable him/her to:
 1. direct questions along line of allowing the parent to express her needs in sufficient detail.
 2. help the parent or refer him/her.
 3. gently keep focus of interview.

Considering the appropriateness of direction giving is essential. The worker should know:

 - when to give advice and to offer suggestions
 - when to influence the parent to adapt a plan of action
8. Every interview should end with both parties being clear on the next steps, or with it being clear that the relationship will be ended unless initiated again by either party.

Ineffective Questions

The squelcher question

- forces person to go along with a point of view which she doesn't agree with
- reduces feelings of self-confidence

examples: "None of your ideas have worked out. What makes you think this one will?"

Dead-end questions

- drive a person into a corner no matter how they answer the question.

examples: "What made you think that doing it that way was the only right way to do it?"

Emotionally heated questions

- cause the person to have negative feelings

examples: "That will never work. Why don't you try my idea?"

Impulse questions

- just "come out"

examples: "Didn't it make you feel bad when he interrupted you like that?"

Trick questions

- seem to be asking for an opinion, but really leave little choice for an alternative solution

examples: "So do you want to call child welfare about this, or should I?"

Mirror questions

- invite agreement

examples: "Here's the way I'm going to work this out. Do you agree?"

Kill the idea questions

- limit the consideration of developing an idea any further

examples: "That is a good idea, but it won't work because--. I think we should try doing it this way. Don't you agree?"

adapted from How Creative Are You? by Eugene Raudsepp

Effective Questions

Open or direct questions

- invite people to openly express thoughts and feelings
- show respect for person's problem solving ability

examples: who, what, when, where and how

"How do you think we ought to handle this problem?"

Leading questions

- don't restrict the direction of the reply

examples: "What did you finally decide to do about the doctor's appointment?"

The planned or planted answer question

- allows the person to express her opinion, even though you have expressed how you feel that something would work

examples: "Would doing it this way make sense to you?"

"I think your idea to do _____ is good. Could we add _____ to that?"

Unemotional questions

- evoke little or no feeling
- appeal to reason

examples: "What would be your first steps toward solving this problem?"

Invitation to participate questions

- let the person know that she can make a real contribution if she expresses her view

examples: "What is your feeling about this?"

"You could be of real help in this. What are your suggestions?"

The off-the-hook question

- allows the person freedom to decline a request without losing face

examples: "I don't suppose you would want to deliver the form?"

Invitation to feedback questions

- enable you to check on the person's understanding of a task

examples: "Is it understood then that you will call the WIC office, and I will call you back next Wednesday about the appointment time?"

Opening the feelings question

- allows person to reveal her true feelings

examples: "You didn't seem to want to go along with the lawyer's idea. What is your concern about his plan?"

Bringing out bashful ideas questions

- ask people to elaborate

examples: "I am not sure I understand how you feel. Could you tell me what you are thinking?"

Adapted from - How Creative Are You? by Eugene Raudsepp

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Ac. Overview

Introduction

Responses and Leads in Interviewing is a supplement to the module on Building Interviewing Skills. Interviewing is an integral part of the Social Service Component. Conducted effectively, progress can be monitored and self-confidence gained (on the parts of both the worker and the parents.) It is important that those of us who have the responsibility for working with families, continue to examine our personal helping styles. Ongoing training in "helping" areas allows us the opportunity to refresh, build upon, and learn new skills. We can then provide services to Head Start families in a most effective manner.

The information for this module was taken primarily from Alfred Benjamin's The Helping Interview.

Responses and Leads in Interviewing

Overview

Up to thirty people may participate in this workshop. The format for the session includes individual, small and large group activities. Through a number of triad exercises, participants will gain an awareness of their interviewing styles as well as build interviewing skills. This workshop supplements the HSRTC Building Interviewing Skills module. Role plays will again be used to reinforce skills and assess interviewing styles. The primary focus for this three to four hour session is the use of responses and leads in helping interviews.

Learning Objectives:

- to be introduced to types of leads and responses in interviewing
- to practice leads and responses through small group helping interview role plays
- to examine our interview styles

Agenda

Responses and Leads - an overview

Interviewee-centered Responses and Leads - theory and practice

Interviewer-centered Leads and Responses - theory and practice

Authority Leads and Responses

Our Interview Styles

Interview Role Plays

Summary / Evaluation

Procedures

Approximate Time	Activity
10 minutes	Briefly explain the agenda and learning objectives for the session.
15 minutes	Present lecturette on Responses and Leads. See page <u>4</u> .
45 minutes	Review Interviewee-centered Responses and Leads. See page <u>5</u> . In small groups, practice each type. See directions on page <u>6</u> .
10 minutes	Break
45 minutes	Review Interviewer-centered Leads and Responses. See Key Concepts on page <u>12</u> . Practice each type of triads. Directions are on page <u>12</u> .
15 minutes	Present Key Concepts on Authority Leads and Responses. See page <u>15</u> .
15 minutes	Discuss Personal Interview Styles. See page <u>17</u> .
60 minutes	Lunch
45 minutes	Role play Helping Interviews. See page <u>17</u> .
15 minutes	Present summary and evaluate the session. Directions are on page <u>18</u> .

Responses and Leads

Lecturette:

In Head Start, Social Service staff members have a primary responsibility for relating to and working with families as they work towards self-sufficiency within their family unit. Purposeful conversations or interviews are the key mechanisms employed by staff members in working with families. Necessary to the interview process is the effective use of responses and leads. This session will point out basic differences in responses and leads and will provide us with an opportunity to develop our skills in using various types. Because our personalities are all different, our styles of interviewing are different. We may feel comfortable with certain responses or leads and uncomfortable with others. The style that we develop is our own. An awareness of our style and also of other options that can be used in the interview process is essential. Alfred Benjamin's book, The Helping Interview, (see bibliography) is the primary resource used in defining and differentiating between responses and leads.

For a Social Service worker, to respond is to speak in terms of what the parent has said. The parent communicates ideas and feelings to the worker and the worker reacts with something of her own. When the worker leads, she takes over. She expresses ideas and feelings that she expects the parent to react or respond to. When leading, we use our own life space; when responding, we use the life space of the person being interviewed. Worker responses keep the parent at the center of things; leads make the worker central. Looking at it philosophically, interviewers who usually employ more responses than leads, seem to believe that the interviewee has it within herself to find the way. Those who tend to lead, seem to act on the conviction that the interviewee needs the way pointed out to her. There is much overlapping and it is erroneous to assume that the interviewer who talks little and uses more responses than leads is passive, or that one who talks much and leads often is active. Listening with understanding is not passive. Becoming familiar with a parent's life space is definitely active. The difference lies in the degree of involvement that the worker has with the parent (their thoughts, feelings, hopes, fears, perceptions, etc.). So, the worker can be active and say almost nothing or be passive even though she is speaking most of the time. The worker who is involved with herself is active or passive in a way that is very different from the worker who is involved with the parent.

The more the worker is able to be non-directive, the better chance there is for facilitating growth. The following sections will be presented from a non-directive (interviewee-centered responses and leads) to directive (authority leads and responses) approach. Proceed with Interviewee-centered Responses and Leads.

Interviewee-Centered Responses and Leads

Following are the most common types of non-directive leads and responses along with supplemental exercises.

Topic	Key Concepts to Present
Silence	A nonverbal response. Silence may mean: • the worker and parent are drawing closer, sharing something/or drifting apart • there is a misunderstanding • empathy • neutrality • confusion Body language contributes to the way we perceive or feel about silent periods. In triads, discuss the following: - How do you feel about silence in interviews? Does it make you feel comfortable? Uncomfortable? After five minutes, have triads share their discussion with the total group. Summarize and proceed.
"Mm-hm"	A verbal response. "Mm-hm" may indicate: • permissiveness on the part of the worker, e.g., "I'm listening and following you." • approval of what the parent is saying or of how she is handling a situation

Topic	Key Concepts to Present
	• criticism - e.g., "So that's how you feel!" • suspended judgment - e.g., "I'm going to wait a bit to see what you're going to add." "Mm-hm" can be perceived correctly or incorrectly by the parent. We need to study how the parent interprets it. In triads, role play the following statements, using "mm-hm" as the response. Try to put different meanings to the response each time. Interpret your perception of what "mm-hm" meant. 1) Parent: I don't know what would be best for me. I keep going back and forth and don't seem to be able to make up my own mind. Worker: Mm-hm. 3rd Person - lead discussion on what mm-hm meant <u>and</u> on other options for responding. 2) Parent: I don't like the way this program works. You people promise a lot, but it's just words with nothing behind them. Worker: Mm-hm. 3rd Person - see direction under example #1. In large group, discuss the activity, summarize and proceed.

Topic	Key Concepts to Present
Restatement	Verbal response Restatement communicates to the parent: "I am listening to you very carefully, so carefully, in fact, that I can restate what you have said. I am doing so now because it may help you to hear yourself through me." Restatement can be effected in four ways: 1) Restating word for word. 2) Restating exactly, changing only the pronoun (I felt cold and deserted. You felt cold and deserted.) 3) Restating part of what has been said - the part the worker feels to be most significant. e.g., Parent: Joe, Mike and Pete ganged up on me, and before I knew what was going on, they knocked me down and ran. Worker: They ganged up on you, knocked you down and ran. 4) Restating in summary fashion what the parent has said. The worker remains emotionally and intellectually uninvolved and simply summarizes what she has heard. Again, in triads, rotate making statements and practicing restating. Proceed.
Clarification	The worker's clarification for the parents of what the parent has said or tried to say.

Topic

Key Concepts to Present

Examples of clarification are:

- 1) The worker remains very close to what the parent has said, but simplifies it to make it clearer.

e.g., Parent: The only thing that's clear to me is that I'm all mixed up. I want to try, but I can't. I want to be strong, but I'm acting weak. I want to make up my own mind, but I'm letting everybody sway me in every direction. It's one big mess...

Worker: You see quite clearly that you are mixed up and not doing what you wish to be doing.

- 2) The worker in her own words tries to clarify for the parent what the latter has had difficulty in expressing clearly. It is as though the worker were translating the parents words into a language more familiar to them both.

Parent: I'm not sure whether it was really nice that he came. It was friendly and kind and generous on his part, but I don't deserve it if he did it for me - and if he didn't do it for me, I'm still glad he came because really I don't deserve it. But that's how he is, and I couldn't get anything out of him. I couldn't even tell him how I feel. I got all confused...

Worker: You couldn't express to him how undeserving of his attention you feel.

The other side of clarification concerns the need of the worker to have things clarified for her.

Topic	Key Concepts to Present
	As before, practice clarification responses in triads.
	Proceed.
Reflection	Active listening.
	This skill has been covered in Module #8. Simple refresher statements may suffice. If the content area is new to the group, refer to Module #8 and proceed with an active listening exercise.
Interpretation	Workers frame of reference comes into the response.
	Types:
	1) Internal frame of reference of the parent
	- responding to the parent (how things seem to her, the parent)
	2) Internal frame of reference of the worker
	- wanting the parent to respond to the worker (how things seem to me, the worker)
	In triads, examine and discuss the following:
	Parent: It doesn't matter too much either way. I can get a babysitter for Tuesday if that's more convenient.
	Worker: I hear you saying that you can come on either day but that Tuesday involves getting a sitter. Thursday is quite convenient for me, so let's make it Thursday. Is that all right?

Topic

Key Concepts to Present

Parent: I haven't had to look for a job in such a long time that I'm sort of overwhelmed by the prospect. I can't quite see myself looking for employment.

Worker: I understand you to say that, being used to steady employment right along, you find it difficult to shift over, to see yourself as unemployed and having to act accordingly. It is hard to shift roles in this way and to realize that it is you all the while.

Parent: You never know exactly what people are telling you when you can't hear well. When you've got your back turned, well...then you don't know at all, and they're bound to be talking about you because they know you can't make it out. That's why I don't want the hearing aid. It would only make things worse. Then they wouldn't just guess, they would know, and I'd be sunk. Everyone would take advantage...

Worker: You're quite suspicious of people, I notice. I wonder whether you realize that you may be causing the very results you fear. Your behavior would antagonize me, too, if I didn't know you better.

Explanation

A descriptive statement, neutral in tone.

May be used:

- as a lead in structuring the interview
- as a response to statements and questions
- as an orientation to a situation
- as an explanation of the workers position

Having reviewed parent-centered responses and leads, think about those which you feel most comfortable with and those which give you difficulty. Make notes on your thoughts.

Proceed to Interviewer-centered Leads and Responses, page 12.

Interviewer-Centered Leads and Responses

Worker leads and responses tend to be more directive - sometimes merely by the role of worker. Following are examples of worker leads and responses.

Topic	Key Concepts to Present
Encouragement	Providing support and reinforcement. In small groups, discuss the following passage from <u>The Helping Interview</u>: <u>What encourages another person? We do not really know. Is he encouraged when we tell him that others suffer more than he does and that they somehow learn to make the best of things? Is he encouraged when we say that time is a great healer and that in a short while the world will seem a more cheerful place to him? Is he encouraged when we aver that we shall support him just as long as he feels he needs us - the implication being that he can lean on us because we are strong and he is weak? Whether or not he is fundamentally encouraged and strengthened, we do not know.</u> In offering encouragement, we must be ever so careful to operate out of the parents' frame of reference and not ours (the workers). In leading, we must be aware that we are doing so. We must know whom we are leading and to what end. We must also be willing to retreat if we are not helpful.
Assurance-Reassurance	A lead used to tell a parent that we believe in her capability to act and overcome obstacles, to face up to situations successfully. In triads, discuss possible effective responses to: Parent: I can't do it. Worker: _____. Parent: I'll never get a job. Worker: _____.

Topic

Key Concepts to Present

Suggestion

A mild form of advice. Does not demand compliance nor threaten the parent with rejection if she does not follow through. May be solicited or not.

Advice

A controversial issue in interviewing. In essence, it is telling someone how to behave, what to do or not do.

It can be offered directly or indirectly; non-threateningly or as an ultimatum.

Some considerations to make before giving advice:

- is it a need of the worker to be giving advice?
- to what extent does the parent feel she cannot decide alone?
- would the worker be of more assistance in withholding advice?
- does the worker know enough about what is involved to give advice?

In the large group, discuss thoughts and feelings about advice-giving.

Urging

Closely related to persuasion and cajoling. A lead or response used to prod the parent or not let the parent escape what, in our opinion, she should not evade. Urging involves strengthening the parents' determination to carry out some particular activity.

When you intend to urge a parent, consider the following:

- What effect is it having on the parent?
- Are you urging your case or hers?
- What is the parent's case?

Topic

Key Concepts to Present

- Are you listening with all the understanding that you can muster, or are you insisting that the parent listen to you and do what it is that you want?
- Is the urging necessary?

Moralizing

A mixture of advice-giving and urging with one significant addition - morals (social norms that no one in his right senses would oppose or question!?!).

In summarizing this section, discuss the differences between parent-centered and worker-centered leads and responses. Continue then with the section on Authority Leads and Responses, page 15.

Authority Leads and Responses

Some of the major leads and responses falling into this category are listed below.

Topic	Key Concepts to Present
Agreement-Disagreement	Worker tells parent whether in her opinion the latter is right or wrong. There is an assumption that the worker's judgment is sound.
Approval-Disapproval	Not simply a question of right or wrong, but also one of good or bad. Here the worker expresses a value judgment.
Opposition and Criticism	Opposing - saying no to a contemplated course of action Criticizing - unambiguously expressing displeasure with some action
Disbelief	Assumption on the part of the worker that the parent's perception is incorrect or distorted
Ridicule	Related to disbelief but sharper or more sarcastic. A form of teasing that aims at shaming someone in to behaving "sensibly" like "other people."
Contradiction	"It isn't so. It is otherwise. This is how it is."
Denial and Rejection	Worker telling parent that unless his thinking, his attitudes, his behavior change, nothing can be achieved in the interview. Very extreme.

After reviewing Authority Leads and Responses, discuss in the total group:

- when they might be positive
- how they compare to parent-centered responses and leads and worker-centered leads and responses (much more directive, negative, etc.)
- what impact they have on the parent

Proceed with the following:

One additional category remains when the worker makes open use of her authority. These leads and responses include:

Scolding

Threat

Command

Punishment

Such styles are only useful in extreme cases (if then), but are generally not employed for Head Start purposes. Instances such as child abuse by a developmentally disabled parent might warrant scolding, commanding, etc. For more information on this area, refer to Benjamin's The Helping Interview.

Continue now with Interview Styles, page 17.

Interview Styles

On a continuum from non-directive to directive, we have looked at a variety of responses and leads. Discuss Handout #2, page 20. Have participants individually think of which areas they use in interviewing; which areas they feel comfortable with; which areas they would like to work on using.

For a thirty minute period, work in triads. Take turns role playing interviews; one person being a parent, one a worker, and one recording types of leads and responses that were observed. Use the following time frame:

Role Play - 5 minutes

Discussion - 5 minutes

- rotate and repeat twice so that each person does each activity (role of worker, role of parent, role of recorder).

After thirty minutes, discuss the exercise in the total group. Prepare to conclude the session using the Key Concepts on page 18.

Summary/Evaluation

Topic	Key Concepts to Present
Summary	Conclude by discussing the original learning objectives for the session. During the workshop participants: • became familiar with a variety of leads and responses used in helping interviews • practiced using different leads and responses • assessed their own style of interviewing
Evaluation	Allow participants time to discuss their reactions to the information presented, activities employed, usefulness of content, need for additional information or practice time, etc.

RESPONSES AND LEADS IN INTERVIEWING

Interviewee-centered Responses and Leads

- Silence
- "Mm-hm"
- Restatement
- Clarification
- Reflection
- Interpretation
- Explanation
 - Orientation to Situation
 - Explanation of Behavior
 - Explanation of Causes
 - Explanation of Interviewer's Position

Interviewer-centered Leads and Responses

- Encouragement
- Assurance-Reassurance
- Suggestion
- Advice
- Urging
- Moralizing

Authority Leads and Responses

- Agreement-Disagreement
- Approval-Disapproval
- Opposition and Criticism
- Disbelief
- Ridicule
- Contradiction
- Denial and Rejection

Open Use of Interviewer Authority

- Scolding
- Threat
- Command
- Punishment

Humor

-taken from The Helping Interview by A. Benjamin

RESPONSES AND LEADS
NON-DIRECTIVE TO DIRECTIVE

NON-DIRECTIVE			DIRECTIVE
Interviewee-centered	Interviewer-centered	Authority	
Silence	Encouragement	Agreement-Disagreement	Scold
Mm-hm	Assurance-Reassurance	Approval-Disapproval	Command
Restatement	Suggestion	Oppose-Criticize	Punish
Clarification	Advice	Disbelief	
Reflection	Urging	Ridicule	
Interpretation	Moralizing	Contradict	
Explanation		Deny	
		Reject	

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Introduction

The success of Head Start is anchored in change in the family, community and institutions. This change is brought about by the lasting effects of the many positive experiences offered to Head Start families.

The intent of Head Start regulations, with regard to fiscal responsibilities, is twofold. First, parents are provided practical decision making experiences which afford a degree of control over the quality of the program. Second, the inclusion of parent activity funds in the program budget documents a commitment to the idea of parents planning, implementing and controlling specific expenditures.

This is not to imply that these roles that parents play unfold in a simple, uncomplicated manner. The role of decision maker and planner, with regard to fiscal and budgetary practices, is new for most parents. Therefore, parents will need support and training in order to carry out effectively these responsibilities.

The information and experiences included in this workshop are designed to help parents develop a better understanding of their fiscal responsibilities. Parents will explore various terminology and practices related to fiscal and budget responsibilities.

Policy Council's Fiscal Responsibilities

Overview

This workshop focuses on the fiscal responsibilities for Policy Council. It is designed for a maximum of 30 participants. The workshop design is especially appropriate for parent coordinators with training responsibility and experience. The materials used in this workshop have been compiled from various sources. Some materials have been modified to be more appropriate for use with parents. When authorship is known, credit has been given.

Parents play an active and vital role in the fiscal systems of Head Start Programs. The Parents - 70.2 - mandates that the policy group be given the opportunity to participate fully in the budgetary process. The intent of this regulation is twofold. First, parents, through the development of the budget, are able to influence the nature of the total program. Second, these budgetary/fiscal experiences serve to enhance or develop new skills. Subsequently, parental self-esteem is increased because of the impact of these experiences.

Learner Outcomes

The participants will be able to:

- Describe fiscal responsibilities of parents
- Define fiscal terminology
- Develop budget for Parent Activity Funds
- Develop strategies to enhance role of parents in fiscal/budgetary functions

Agenda

Introduction

Warm-up Activity

Getting Physical with the Fiscal

Hard Work with the Policy Council

Sharing the Work Load - Use of the Budget Committee

Parent Activity Funds - To Be or Not To Be!

Planning and Budgeting

Summary and Evaluation

Procedures

POLICY COUNCIL'S FISCAL RESPONSIBILITIES

PROCEDURES

Approximate Time	Activity
20 minutes	<u>Introduction</u> - Review the agenda and objectives. Ask participants what their objectives are for the workshop. List their objectives on newsprint according to priorities and display in a prominent area of the room. Refer to these objectives at the end of the session.
20 minutes	<u>Warm-up Activity</u> - Ask participants to complete the following sentence stems individually: "When I have to make choices, I usually ..." "Budgets usually make me ..." "If I had a million dollars, I would ..." After completing the task, ask participants to find one other person with whom to share their responses. Allow a few minutes for each person to share. Announce that time is up. Report Back and Discussion - Ask participants to share briefly some of their responses. Relate these to a general discussion on Budgeting. See Handout #1.
20 minutes	<u>Getting Physical with the Fiscal</u> - mini-lecture Discuss the role of the Council in the Head Start program's fiscal system. See Handouts #1A, 2, 2A. Why are parents involved in the budgetary process? What does 70.2 define as parent responsibilities? What are the special terms used to define fiscal/budget responsibilities?
30 minutes	<u>Hard Work with the Policy Council</u> - large group activity. Ask participants to take part in this brainstorming activity. Prior to the workshop, put the following information on newsprint:

SHEET #1

JOB

Brainstorm what comes to mind when you think of this word. List.

SHEET #2

JOB

Advantages

Disadvantages

Brainstorm ideas for both categories. List. Discuss briefly.

SHEET #3 - Small group activity

Develop Policy Council Job Description. Include: Responsibilities, Skills, Specific Functions

Divide total group into 3 small groups and display the above newsprint sheet. Each group should select a recorder to write on newsprint and report back. Each group is to develop a job description. Give each group newsprint and felt marker.

15 minutes

Report Back - Ask small groups to share their findings with the whole group. Following reports, use Handout #3 and discuss briefly.

15 minutes

BREAK

10 minutes

Mini-lecture - Discuss the importance of understanding responsibilities and relationships with regard to policy council and budgets. Emphasize the need for staff support and appropriate resources.

20 minutes

Small Group Activity - Ask participants to form small (3-4) groups and distribute Handout #4, newsprint and felt marker. Each group is to select a recorder. Groups are directed to complete the task described on the handout.

10 minutes

Report Back - Each group will report back and discuss their responses.

10 minutes	<u>Sharing the Work Load - Using the Budget Committee</u> Mini-lecture - Discuss the role of the Budget Committee and distribute Handouts # <u>4</u> and <u>5</u> . Discuss why the committee is necessary and how it operates.
30 minutes	<u>Small Group Activity</u> - Divide the group into 3 small groups. Ask each group to read Handout # <u>6</u> . Assign each group the specific task and ask that a recorder is identified for the purpose of reporting back. Each group is given sheets of newsprint to record information.
20 minutes	<u>Report Back</u> - each group will share the results of its task.
60 minutes	LUNCH
20 minutes	<u>Parent Activity Funds - To Be or Not To Be</u> Mini-lecture - Discuss the definition and use of parent activity funds. Include where the funds come from, the amount of funds available in each program and how they should be used. (See Handout # <u>7</u> .)
30 minutes	<u>Small Group Activity</u> - Ask participants to use Handout # <u>8</u> once they are divided into 4 small groups. Each group should complete the task and report back to the total body. Use Handout #9.
15 minutes	Report back.
20 minutes	<u>Planning and Budgeting</u> Mini-lecture and group discussion - Discuss the need to develop plans to use parent activity movies. Discuss how goals and objectives relate to the budget items. See Handout #10.
15 minutes	BREAK
60 minutes	<u>Small Group Activity</u> - Each small group (3-4) will use information on Handout #10 to develop budget.
30 minutes	Report Back
20 minutes	Summary
10 minutes	Evaluation

Warm-up Activity

KEY POINTS FOR DISCUSSION

After completing the task (see page 3) a general discussion should follow. Include the following points:

Would someone like to share his responses to any statement?

Allow a few minutes for participants to settle down.

What new things, if any, did you learn?

Were there any surprises?

Is there any relationship between making choices, dreaming and developing a budget?

Ask participants to respond to this question.

Discussion responses draw a general conclusion that a budget is a lot like dreaming about having a million dollars or having a Genie in a bottle who grants only three wishes. The choices must be made carefully, although the possibilities might seem endless. Reality is a necessary ingredient of sound fiscal and budgetary practices.

Getting Physical with the Fiscal

KEY POINTS FOR DISCUSSION

The Policy Council is the primary decision making body of the Head Start Program.

The body is charged with making policies and establishing procedures for the total program.

Why are parents included in the budgetary process?

Parents must be included in all aspects of the Head Start program. This gives parents the opportunity to learn through practical experience.

What are the special terms used to define fiscal/budget responsibilities?

Every discipline or profession has certain tools with which to work. Acquiring an understanding of the basic terms will help parents function better as decision makers.

Hard Work for the Policy Council

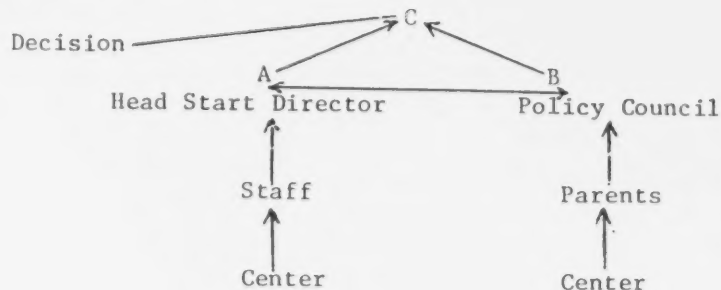
KEY POINTS FOR DISCUSSION

Members of the Policy Council have a job.

The work of the Policy Council is so important. Members of the Council take on a job when they are elected to this body. This job requires commitment, skills and time. Members also need various kinds of skills in order to accomplish their tasks.

Policy Council fiscal responsibilities encompass the total budgetary process.

The development of the budget requires a large amount of time and energy on the part of both parents and staff. It is important for parents and staff to work together in the process of developing the budget. This diagram depicts the participatory management process.



Parents will need training in order to enhance or develop the needed skills for their job as decision maker. The skills will vary according to need and the situation.

Sharing the Work Load—The Budget Committee

KEY POINTS FOR DISCUSSION

Parents and staff have the opportunity to work together on the budget committee.

Much work can be accomplished by the Council through the delegation of responsibility to a smaller committee. There are many advantages in using or delegating tasks. The advantages include:

- can relieve officers of details of carrying out action programs
- using expertise of members
- serves as training ground for new members
- serves to generate new ideas
- can often do work more efficiently than large group

The program director and the Budget Committee chairperson should work closely together to ensure that the committee receives the most accurate and up-to-date information.

Parent Activity Funds

KEY POINTS FOR DISCUSSION

The Policy Council has been given the authority and responsibility to plan for and distribute parent activity funds.

It is important that parents understand the origin and intent of the regulation that provides parent activity funds. Further, the Regional Office supports the efforts of parents in the fiscal/budgetary process. Parents need training and support in order to perform their many responsibilities. Emphasize the importance of parents and staff working together, developing partnerships.

Planning and Budgeting

KEY POINTS FOR DISCUSSION

Planning is essential to effective budget development.

It is important to emphasize the need to plan for the use of Parent Activity Funds and all other monies. Without basic planning, Policy Councils, at the end of the year, often are faced with:

- large amounts of unexpended funds
- running out of money before the year ends
- not having enough money to complete a project; and
- spending more money than necessary for activities

After developing objectives, review them to determine:

- are they realistic?
- will extra funds be needed?
- are the resources available?
- will this objective have a positive impact on the total program?

If the answers to the above questions indicate a need to change directions, do not hesitate to re-group and start the process again.

FISCAL MANAGEMENT COMPETENCIES

I. Budgeting, the ability to:

- A. convert program objectives to financial costs
- B. formulate realistic (hence, functional) short and long-range spending plans
- C. maintain workable budget monitoring system
- D. protect integrity of budget, holding revisions to minimum
- E. identify cost centers and prepare functional cost data for administrative use
- F. maintain compatibility between accounting and budgeting systems
- G. compare budget data with internal financial reports covering same time period
- H. maintain adequate cash-on-hand situation

II. Accounting/Bookkeeping, the ability to:

- A. maintain double-entry accounting system
- B. keep financial data up-to-date and accessible
- C. reconcile bank statements
- D. maintain accessibility of source documents through functional record keeping system
- E. maintain controls for handling of cash (receipts and disbursements) by division of duties among personnel
- F. convert in-kind contributions to dollar figures
- G. maintain accounting system's compatibility with internal and external periodic reporting requirements
- H. associate expenditures with their objectives

III. Procurement/Inventory, the ability to:

- A. maintain favorable cost/quality/service ratios
- B. maximize purchasing power using such market factors as competition and wise source selection
- C. systematically process purchase orders and invoices
- D. maintain functional inventory controls through periodic monitoring and division of duties among personnel

IV. Auditing, the ability to:

- A. analyze audit reports to evaluate adequacy of internal controls
- B. use audit information (budget performance, for example) for future program planning

V. Payroll, the ability to:

- A. prepare and reconcile payroll
- B. maintain accurate time and attendance records
- C. maintain internal payroll controls through division of duties among personnel

GLOSSARY OF SELECTED FINANCIAL TERMS AND DEFINITIONS

Accrual Basis Accounting System - records expenditures as they are incurred. In other words, transactions are posted to the books when the purchase order or contract is processed.

Administrative Costs - are the costs associated with the overall management and direction of a Head Start program. The total amount of administrative costs cannot exceed 15% of total program funding.

Asset and Liability - this is accounting terminology used in an organization balance sheet. Assets are resources such as money, property or rights of collection. Liabilities are debts or obligations which are owed.

Audit - an official examination and review of a grantee's fiscal system. Federal regulations require an annual audit of Head Start Programs.

Budget - a plan for the utilization of resources over a specified period of time.

Budget Forecast - relates to projections or estimates of future expenses to predict costs.

Budget Comparisons - reviewing "actual" expenses with "budgeted" amounts by cost category or line item for a given time period. Head Start programs are mandated to prepare periodic financial reports which reflect these comparisons.

Carry-over Balance (COB) - is a balance of funds left over at the end of the program year. Since these are federal funds which were not spent, grantees should consult CYFD program specialist for instructions on any COB.

Expense - accounting terminology which generally encompasses all costs of operating the program. An "expense account" is offset by a "revenue account" for purposes of maintaining account balance.

Fiscal Year - also referred to as budget period. The beginning (and ending) date(s) for which a program's funds are available. U.S. Government operates under a Fiscal Year of October 1 to September 30.

Grant Award - an award of financial assistance by the Federal government for the operation of a Head Start program.

Indirect Costs - those organizational costs that are not readily identifiable with a particular objective or activity, but are necessary to the general operation of the organization.

In-kind Contributions - that portion of Non-Federal Share which represents the value of non-cash contributions such as: charges for property and equipment or donated goods and services. Volunteer time is an example of in-kind.

Line Item - a term used in budgeting and accounting that represents an account grouping. Examples of "line items" are office supplies, classroom supplies, maintenance supplies.

Non-Federal Share (NFS) - a term used interchangeably with "Cost Sharing and Matching." In layman's terms, NFS represents the 20% of total program costs not borne by the federal government. It is made up of In-kind Contributions (see above) and Cash Contributions.

Program Costs - as opposed to administrative costs. Program costs include costs of personnel, space, supplies and other non personnel costs associated directly with programmatic functions.

BUDGET DEVELOPMENT SUGGESTIONS

What is the Budget?

- Plan of Action
- Blueprint
- Monitoring Tool for Financial Activities

What are the Elements?

- Well conceived and approved
- Broken down into periods corresponding to periodic financial statements
- Financial statements must be prepared on a timely basis and compared to budget
- Council/Committee must be prepared to take action if a significant difference is indicated

Preparation

- List of goals and objectives
- Estimate of all goals and objectives
- Expected income should be estimated
- Compare total expected income to the expense of achieving goals and objectives
- Submit final approved budget

MAKE YOUR BUDGET MORE USEFUL

Adapted from: The CAP Accountant's Master Guide, Vol. 1, No. 7
Adapted for Head Start by Anita Vestal, Former Region III
Management/Fiscal Training Specialist, 1982

A budget can be a useful tool for planning and control of program costs. However, it is only a tool. Its usefulness to you as a Head Start Manager depends on your commitment to these four basic points:

1. USE PAST EXPENDITURE EXPERIENCE TO DEVELOP A REALISTIC CURRENT BUDGET

Analyze last year's expenditures by line item so you can accurately estimate what each expense is costing you. This can be accomplished by reviewing the monthly reports and using multi-columnar analysis paper for monthly projections.

2. DEVELOP A FLEXIBLE FUNDS OPERATING BUDGET

Most of your program funds are more or less stable, fixed costs. Salaries, fringe, and space costs for instance comprise about 85% of your budget; and these obligations are relatively stable, fixed costs. When preparing the budget, you should identify those "flexible" funds over which you do have control. Each cost category would then be divided into flexible and non-flexible portions.

3. MAKE YOUR BUDGET A VISIBLE GUIDE

Project budgeted amounts for each month and maintain an ongoing system for cumulative obligations and remaining budget balance. I suggest an internal budget monitoring system where you can see the balance of the flexible portion of each line item. Keep this monitoring form current every day and keep it handy for ready referral.

4. USE YOUR BUDGET AS A GUIDE TO AND CONTROL OVER SPENDING

Keep track of the obligated funds as they are committed. Instead of relying on monthly reports to tell you what obligations have been paid, modify your system so that you deduct expenses from the remaining balance when you sign the purchase order. Control the issuance of purchase orders dependent upon the amount of unobligated flexible funds left in a cost category.

POLICY COUNCIL JOB DESCRIPTION

RESPONSIBILITIES DEFINED IN 70.2:

- A. General Responsibility - legal and fiscal responsibility; guide and direct
- B. Operating Responsibility - directly responsible for carrying out or performing the function
- C. Must Approve or Disapprove - must approve before the decision is finalized or action taken; must also have been consulted in decision making process prior to the point of seeking approval
- D. Must be Consulted - must be called upon before any decision is made or approval granted
- E. May be Consulted - may be called upon for information, advice, recommendations

FUNCTIONAL AREAS IN 70.2:

Planning
 General Administration
 Personnel Administration
 Grant Application Preparation
 Evaluation

SKILLS RELATED TO FUNCTIONAL AREAS:

Planning	Public Relations
Communication	Coordination
Budgetary Skills	Conflict Resolution
Group Dynamics	Interviewing
Problem Solving	Leadership
Organizing	Decision Making
Self-Help/Survival	Training

SPECIFIC DUTIES AND RESPONSIBILITIES:

- A. General Responsibility

Functional Area

Duties

General Administration

Establish method of hearing and resolving community complaints about the Head Start Program

B. Operating Responsibility

Functional AreaDuties

Evaluation

Conduct self evaluation of the agency's Head Start Program

C. Must Approve or Disapprove (Concurrence)

Functional AreaDuties

Planning

1. Establish goals of Head Start Program and develop ways to meet them within HHS guidelines
2. Determine delegate agencies and areas in the community in which Head Start Programs will operate
3. Develop plans to use all available community resources in Head Start
4. Establish criteria for selection of children within applicable laws and HHS guidelines

General Administration

5. Determine the composition of the appropriate Policy Group and the method for setting it up (within HHS guidelines)
6. Determine what services should be provided to Head Start from the Grantee Office and the neighborhood centers

Personnel Administration

7. Determine Head Start personnel policies (including establishment of hiring and firing criteria for Head Start staff, career development plans and employee grievance procedures)
8. Hire and fire Head Start Director of Grantee Agency
9. Hire and fire Head Start staff of Grantee Agency

Grant Application Preparation

10. Prepare request for funds and proposed work program prior to sending to HHS
11. Make major changes in budget and work program while program is in operation
12. Provide information needed for pre-review to HHS

ADDITIONAL FUNCTIONS:

1. Serve as link between public and private organizations, the Delegate Agency Policy Committees, Neighborhood Councils, the Grantee Board of Directors and the community it serves.
2. Have the opportunity to initiate suggestions and ideas for program improvements and to receive a report on action taken by the administering agency with regard to its recommendations.
3. Plan, coordinate and organize agency-wide activities for parents with the assistance of staff.
4. Approve the selection of Delegate Agencies.
5. Recruit volunteer services from parents, community residents, and community organizations; mobilize community resources to meet identified needs.
6. Distribute Parent Activity Funds to Policy Committees.

ELIGIBILITY TO SERVE:

Parents (50% of current membership)

Must have children presently enrolled in program

Community Representatives (50% of current membership)

A representative of major agencies and community, civic or professional organizations, and former parents

METHODS OF OPERATION:

Shared decision making (participatory management) techniques are used and involve the Policy Council, Head Start Director, Executive Director of Grantee Agency and Grantee Board.

FISCAL/BUDGETARY RESPONSIBILITIES OF COUNCIL

Review Policy Council Job Description and identify specific fiscal responsibilities and follow-up actions

Responsibility	Action Required	Skills	Resources
21 168			169

BUDGET COMMITTEE JOB DESCRIPTION

The budget committee is an important part of the program's fiscal system and procedures.

General Responsibilities:

- to review budgets
- to design budgets
- to relate program goals to budgetary items
- to monitor the budget
- to modify the budget

Skills Related To Responsibilities:

- planning (development of goals and objectives)
- problem solving
- formulation of strategies
- general understanding of accounting principles
- communication
- resource use
- negotiation
- conflict resolution
- group dynamics/process

Duties:

- encompass and reconcile the many diverse interests of the total program by keeping Head Start goals, community needs and special initiatives in sight
- allow for creative program planning and design
- review each component budget in order to recognize overlapping functions

- analyze each component budget to determine its realistic reflection of organization funds
- oversee the budget by holding amendments and revisions to a minimum during the year, thereby enhancing the budget's effectiveness in cost control
- consider trends established in recently completed budget periods and general economic conditions and trends
- make necessary adjustments to budgets after a careful analysis to remain within a particular dollar figure

MEMBERSHIP RESPONSIBILITIES

Accountant (Financial Officer)

1. Analyzes to determine if budget projection is markedly different from the cost experience of the organization.
2. Identifies portion of overhead costs that absolutely cannot be identified and separated into one component.
3. Develops internal cost controls for staff.
4. Informs program specialist of cost items within their programs.

Parent Representative

1. Makes recommendations on where money should be spent based on parent, program and community priorities.
2. Reviews previous and existing budgets.
3. Reports back to Policy Group on the committee activities.

PARENT REPRESENTATIVE TO BUDGET COMMITTEE

Duties include:

- to represent the group who selected him or her
- to speak up and for the group's needs, concerns, problems and ideas
- to act as a linkage and a channel back to the group he or she represents

Selection

Choosing a representative is important. Representative should have special qualities which include:

- regular attendance
- ability to listen
- ability to draw out other parents
- ability to communicate verbally and in writing

Expectations

A representative is expected to:

- report back to the group he or she represents
- present the group's ideas, needs and concerns accurately (leaving out personal feelings)
- be available to group in order to give further explanation if needed

Small Group Task - Divide into 4 small groups and complete the following:

Develop a creative information sheet for Budget Committee members. The information should include specific responsibilities, skills needed, expectations, and dates for meetings. Be creative! Use your imagination to motivate.

PARENT ACTIVITY FUNDS

A Fact Sheet

1. Parent Activity Funds use should be determined by the Policy Council/Committee. The intent of ACYF is to facilitate those activities which parents developed by providing funds for implementation.
2. Parent Activity Funds are included in the regular Head Start budget.
3. There are no specific guidelines for use of Parent Activity Funds.
4. The Head Start Policy Council will distribute Parent Activity Funds to policy committees.
5. Councils should develop a statement regarding the amount and use of Parent Activity Funds.
6. Following this broad statement, councils should then develop a plan of action to include:
 - Goals
 - Objectives
 - Strategies
 - Person Responsible
 - Cost Categories (travel, babysitting, special projects, dues and registration fees, resource materials, and other)
7. Policy Councils/Committees should base goals and objectives on:
 - overall program goals
 - specific parent initiatives
 - local community goals that reflect Head Start philosophy
8. Parent Policy Councils/Committees are authorized to open their own bank accounts for the administration of Parent Activity Funds. These funds should be transferred from the program account to the Council/Committee account at the beginning of the year.
9. Parent Activity Funds are subject to the same fiscal limitations as regular Head Start funds. Records which fully disclose the amount of Policy Council/Committee funds must be kept and should be accessible for audit and examination.
10. Funds which parents raise through their own activities and which are not included as part of the non-federal share should be accounted for separately and need not be included in the computation of the grantee agency's carry-over balance. Councils/Committees could keep two separate accounts for the purpose of separating funds.

SMALL GROUP TASK

Assign each group an alphabet. Each group should complete the following:

Group A

Develop a budget for an urban family of six with an annual income of \$8,000.00. This family consists of 2 adults and 4 children, ages 3 years to 16 years. The teenager, a girl, has sickle cell anemia and must have special medical services. Estimate costs and develop brief profile.

- owns home; needs repairs
- car needs to be repaired
- works in a factory 50 miles away
- plays bingo (both parents)

Group B

Develop a sample budget for a rural family of three; a mother and 2 children, ages 3 and 6 years. Their annual income is \$5,000. Estimate costs and develop brief profile based on the following.

- no car
- rents small dilapidated house
- uses food stamps but runs out early
- smokes 2 packs of cigarettes per day
- pays a friend to drive her 15 miles to go bowling once each week
- must buy plastic to cover windows in winter
- heats with kerosine

Group C

Develop a sample budget for a family of eight with an annual income of \$10,000. The family consists of a father, an aunt, an adult cousin, and 7 children, ranging in age from 2 years to 18 years. This urban family lives in overcrowded conditions and only one adult is working. Based on the following brief profile, develop a sample budget.

- family uses public transportation
- father works in local factory and walks to work
- all family members are overweight and have many medical problems

ACTIVE LEARNING EXPERIENCE

Develop a budget based on the information found in Handout #8. Select a recorder, put sample budget on newsprint to be shared with total group.

SAMPLE BUDGET FORM

Yearly Income _____

Monthly Income _____

Expenses: Monthly

Fixed ItemsCost

Rent

Car Payment

Insurance

Taxes

Ground Rent

Flexible ItemsCost

Food

Utilities

Medical Bills

Credit Cards

Lunch

Recreation

Fuel

Upkeep

THE FOREST GLEN HEAD START PROGRAM

A Profile

Location: Rural program in southwestern Virginia

Total Budget: \$400,000

Number of Children: 153

Staff: 1 Head Start Director
1 Assistant Director/Education Coordinator
1 Parent Involvement Coordinator
1 Social Service Coordinator
5 Outreach/Home Visitors
1 Health/Special Needs Coordinator
9 Teachers
9 Teacher Aides
9 Cooks
1 Home Based Teacher
1 Secretary

Number of Centers: 9

Home Based: 1

Parent Activity Funds: \$20.00 per child

Policy Council: Two representatives per center; 1 alternate per center

Meetings: The Council meets nine times per year and all representatives are eligible for reimbursement for babysitting and travel to and from the meetings. All meetings are held in the grantee office which is located in the center of the county. In the past, transportation for representatives cost an average of \$3.25 per meeting.

Policy Council Objectives:

- A. To send 2 representatives to the National Head Start Meeting in Dallas, Texas.

Considerations: Air fare - \$400.00
Conference Fees - \$40.00
Per Diem - to be determined
Number of days - 5

- B. To establish a food co-op for approximately fifty families.

Considerations: Materials for publicity File cabinet
Space rental Folders
Scale Training class
Resource materials

- C. To send 4 representatives to the State Head Start Association Meetings.

Considerations: Six 2-day meetings per year
\$60.00 dues per program
Per Diem (lodging and meals)
Babysitting for representatives
Transportation provided by program
One group meal per meeting costs \$10.00 per person

- D. To purchase a used van to be used to transport parents to meetings, pick up produce for food co-op, and carry parents to adult education classes.

Considerations: The County Transportation Office will pay half the purchase price of a van.

Insurance must be paid by the Policy Council.

Upkeep (fuel, maintenance, tires, etc.) will be provided by the Grantee Board.

Small Group Tasks:

Each group will use the above information to develop a budget for the Parent Activity Funds. Include the following cost categories:

Total Amount Budgeted
Parent Travel
Per Diem
Dues and Registration Fees
Center Committee Activities
Babysitting
Special Projects
Resources and Materials
Additional funds needed (fund raising, donations, etc.)

After completing the overall budget, select one objective from the above group and develop a special budget for this singular activity. Include the following, if applicable:

Total Cost
Materials/Supplies
Equipment
Transportation
Staff Responsibilities
Policy Group Responsibilities

Each group will select a recorder to report back to the total group.

Improving Head Start Information Systems

Overview

This workshop is designed for parent coordinators who are responsible for providing training for parents and staff. This design is especially suitable for a maximum of twenty participants. It requires approximately four hours to conduct.

Learner Outcomes

At the end of the workshop, the participants will be able to:

- identify the key elements of the Head Start information system
- examine effective communication skills
- explore specific resources and techniques necessary to enhance the information system
- develop a plan of action

Agenda

Introduction

Warm-up

To Be Informed or Uninformed

An Information System - The Necessary Ingredients

Enhancing Communication

Developing a Plan of Action

Summary

Evaluation

Procedures

PROCEDURES

Approximate Time

Activity

10 minutes

Introduction - Review the agenda and objectives. Ask participants to share what their objectives are. List any new objectives on newsprint and display. Refer to these objectives at the end of session.

15 minutes

Warm-up - Ask participants to choose someone they do not know very well and find out the following information:

- one thing that you enjoy doing
- if you had \$10,000, what would you do?
- a funny thing that happened to you recently

Discuss with total group some general findings. Were there any similarities, any unusual things, any surprises?

20 minutes

To Be Informed or Uninformed

Small group activity - Divide participants into 4 small groups. Give each group several sheets of newsprint and several felt markers. Direct the small group to (1) draw a picture of an informed person and describe his characteristics and personality, and (2) repeat the process for an uninformed person. Give each character a name.

10 minutes

Report Back - each group will share its drawing.

15 minutes

Mini-lecture - Incorporate the similarities of each type (informed/uninformed) into a general discussion on the importance of sharing information. Relate the sharing to the overall goals of Head Start and the roles of parents. See Handout #1.

15 minutes

An Information System - The Necessary Ingredients
Mini-lecture - Discuss the many techniques that programs use to communicate and share information with parents. See Handout #2.

10 minutes

BREAK

20 minutes

Enhancing Communication - small group activity
Divide the group into groups of 3-5 persons.
Each group is asked to identify three most effective methods of sharing information in the Head Start program. Each group should select a recorder who would then report back to the total group.

Discuss the differences and similarities between the reports. Based on the small group reports, what are the three most effective methods of sharing information? Why?

15 minutes

Sending and Receiving Messages - mini-lecture
Provide an overview of effective communication skills which includes:

- Sending Messages (see Handout #3)
- Active Listening (see Handout #4)
- Nonverbal Communication (see Handout #5)
- Receiving Messages (see Handout #3)

20 minutes

Small Group Activity - Divide participants into pairs.

1. One member of each pair will be a participant while the other member will observe.
2. All the participants will seat themselves in a circle facing each other. All the observers will seat themselves outside the circle but close enough to their partners to hear and see.
3. Participants in the inner circle will discuss "Ways to Improve the Head Start Information System".
4. Observers will watch their partners and record various kinds of communication techniques (verbal and nonverbal).
5. After ten minutes, the partners will exchange feedback on the experience.
6. Roles are reversed and the process is repeated.
7. After ten minutes, the partners meet and exchange feedback.

10 minutes

Report Back - the total group will discuss the experience. Focus on effective communication skills and behaviors.

10 minutes

Developing a Plan of Action - mini-lecture
Discuss the importance of identifying ingredients of the information/communication system and how this system will be improved.

20 minutes

Small Group Activity or Individual Activity
Ask participants to complete the Communication/Information System Analysis Form (Handout #6).

10 minutes

Summary

10 minutes

Evaluation

Points for Discussion

TO BE INFORMED OR UNINFORMED

Information sharing is vital to the success of Head Start.

The success of Head Start rests on a foundation of mutual sharing and partnerships. Parents and staffs, if well informed, are better able to function as a team.

For parents, so much of what happens in Head Start is new or at least different. Therefore, in order to make their experience more meaningful, an open, two-way information system is necessary.

The informed parent tends to be more self-directed and more readily becomes involved in program activities. The uninformed parent is less confident and more reluctant to venture into unknown areas.

AN INFORMATION SYSTEM - THE NECESSARY INGREDIENTS

Determine the best or most effective ways of sharing information.

There is so much to be shared in Head Start. Ideas, feelings, hopes, fears, along with guidelines, procedures, and plans are all a part of the sharing that takes place. With so much to share, it is important to find effective and efficient methods to do so.

Some sample rules of thumb could be:

- Keep all written material simple and brief.
- Reduce large, complex official regulations to a more manageable short form. First, share the essence of regulations, then

gradually add the details. Try not to overwhelm or overpower with words.

- Use a multiple approach. Share the same information many times through the use of different media, i.e., plans, calendars, newsletters, etc.
- Be stingy with paper. Try not to share large quantities or stacks of materials at the same time. Piles of paper can be overpowering. If possible, disseminate materials in a sequential manner, carefully explaining each installment.

ENHANCING COMMUNICATION

Knowledge of effective communication skills helps parents and staff work together as a team.

Although we are constantly communicating, seldom do we stop to examine what is taking place. People communicate with their total bodies. Verbal and nonverbal cues are equally important. The use of effective methods of communication can effect positive change both in the program and at home.

DEVELOPING A PLAN OF ACTION

Planning helps to bring about change.

Analyze all the elements of the present information network to determine ways to increase its effectiveness. Consider duplication of efforts, ineffective materials and costs before making a decision to change the information system.

WHY SHARE INFORMATION?

Head Start philosophy and goals support the need to share information:

- a child can benefit from involvement in a comprehensive development program;
- the child's entire family must be involved;
- the community must be involved; and
- the overall goal is to bring about a greater degree of social competence in children

70.2 - The Parents supports the need to share information. Parents must have the opportunity to act as:

- Planners
- Educators
- Decision Makers
- Volunteers

Past experience with parent involvement supports the need to share information:

<u>An Informed Parent</u>	vs.	<u>An Uninformed Parent</u>
- Knowledgeable		- Reluctant to participate
- Participates in total program		- Insecure
- Secure		- Does not understand or support
- Aware of Head Start goals/objectives		- Accepts passively
- Challenges assertively		- Does not know and sometimes makes assumptions
- Knows rights and responsibilities		- Lets someone else carry the load
- Active in planning and decision making		- Unsure of regulations
- Knows Head Start regulations		- Not aware of available services
- Understands and uses Head Start services when needed		- Seldom volunteers
- Regularly volunteers in program		

Head Start Resources Available for Sharing:

- | | |
|--|--|
| - Head Start Regulations | - SAVI Results |
| - Program Proposal | - Grantee Improvement Plan |
| - Personnel Policies | - Program Budget |
| - Grievance Procedures | - Financial Reports |
| - Training Plans | - Regional/National Conference Information |
| - Component Plans | - State Association Information |
| - Regional/National Office Memos, Correspondence | |

AN INFORMATION SYSTEM - THE ELEMENTS

ELEMENTS	PURPOSE	DISTRIBUTION	WHEN
Calendars	To inform about events, meetings, workshops, training opportunities, community events, other	Parents, staff, volunteers, Policy groups	monthly, annually
Newsletter	Same as above and, in addition, news of special interest to parents, component news, center news, parent meetings, recipes, menus, etc.	Parents, Policy groups, staff, volunteers, grantee staff, community organizations, CYFD Regional Office, State Training Office, State Organizations, churches, Executive Director and Board	monthly, bi-monthly, bi-weekly
∞ Training Calendars	Announcement of all program sponsored training, conferences (local, state, regional, national), workshops, seminars, college courses, career development opportunities, etc. Also details training objectives, time, eligibility, etc.	Staff, parents, volunteers, Policy groups, Executive Director, Board Chairperson	annually, monthly update
Planning Time Table	To facilitate planning for total program. Includes dates for SAVI, special events, resources needed, expectations	Staff, parents, volunteers, Policy Council, Executive Director	Early in program year and updated as needed
Memos	To inform of events, activities, special needs or requests, conferences (parents/staff, staff/staff, etc.)	Staff, parents, volunteers	As needed

Handout #2

ELEMENTS	PURPOSE	DISTRIBUTION	WHEN
Special Invitations	To encourage participation in important meetings, activities, events, conferences, orientation activities, etc.	Staff, parents, volunteers, others	As needed
Financial Reports	To inform of status of budget, monitoring expenditures, facilitate budget adjustments	Policy groups, Executive Director, Head Start Director	monthly, bi-monthly, quarterly
Progress Reports	To detail accomplishments, monitor implementation of plans, explore opportunities for change	Parents, staff, Executive Director, Head Start Director	monthly, quarterly, as needed

NOTE: This list represents basic elements found in most Head Start Information Systems. Any of the above elements can be combined for dissemination or expanded to encompass a larger need. Each program should design a system that best meets the needs of parents and staff.

Some of the above information can be combined and placed on a yearly time table. This time table can be designed as a 12 month calendar that describes all events occurring each month or quarter. This calendar could be distributed to parents during orientation or soon thereafter.

SENDING EFFECTIVE MESSAGES

- Clearly "own" your messages by using personal pronouns such as I or my.
- Make your messages specific and complete.
- Make your verbal and nonverbal messages congruent with each other.
- Be redundant.
- Ask for feedback concerning the way your messages are being received.
- Make the message appropriate to the receiver's frame of reference.
- Describe your feelings by name, action, or figure of speech.
- Describe other members' behavior without evaluating or interpreting.

RECEIVING MESSAGES EFFECTIVELY

- Paraphrase accurately and nonevaluatively the content of the message and the feeling of the sender.
- Describe what you perceive to be the sender's feelings.
- State your interpretation of the sender's message and negotiate with the sender until there is agreement as to the message's meaning.

From: Joining Together: Group Theory and Group Skills.
by David W. Johnson and Frank P. Johnson

ACTIVE LISTENING TECHNIQUES

Type of Statement	Purpose	How Achieved	Examples
A. Encouraging	1. To convey <u>interest</u> 2. To keep person talking	Don't agree or disagree. Use noncommittal words with positive tone of voice.	1. "I see ..." 2. "Uh-huh ..." 3. "That's interesting ..."
B. Restating	1. To show that you are listening and <u>understanding</u> 2. To let person know you grasp the facts	Restate the person's basic ideas, emphasizing the facts	1. "If I understand, your idea is ..." 2. "In other words, this is your decision ..."
C. Reflecting	1. To show that you are listening and understanding 2. To let person know you understand how he/she feels	Reflect the person's basic feelings.	1. "You feel that ..." 2. "You were pretty disturbed by this ..."
D. Probing	1. To show that you are listening and understanding 2. To <u>ask</u> for additional facts or opinions 3. To <u>lead</u> the person in a desired direction	Ask the person to provide more details. Perhaps ask if a certain idea follows from what has been said.	1. "How do you think this happened ..." 2. "Could it be that ..."
E. Summarizing	1. To pull important ideas, facts, etc. together 2. To establish a basis for further discussion 3. To <u>review</u> progress	Restate, reflect and summarize major ideas and feelings.	1. "These seem to be the key ideas you have expressed ..." 2. "If I understand you, your overall conclusion about the present situation ..."

Note: This chart represents a summary of the thinking of a number of communication experts regarding "active listening."

From: Entrepreneurship and Small Business Management. Kenneth R. Van Voorhis, 1980

NONVERBAL COMMUNICATION SYMBOLS

Message	Physical Signs	Interpretation
A. Openness	Open or extended hands. Direct eye contact. Forward leaning posture. Unbuttoned coat/loosened tie.	Generally comfortable with you and overall situation; invitation to get into deeper verbal communication of issues.
B. Defensiveness	Arms crossed on chest. Hands gripping biceps. Clenched fists, perhaps under armpits. Wrinkled brow. Eyes not looking at you.	Not ready to relax for open communication; perhaps feel threatened by you or situation; positions/opinions on matters likely to remain fixed.
C. Evaluation	Resting cheek on hand. Stroking chin or neck. Pinching bridge of nose. Chewing end of pencil or other object. Leaning back with hands clasped behind head.	May be thoughtful and attentive in positive way or may have critical point of view. To interpret look for other nonverbal symbols described.
D. Suspicion	Body turned away, frequently about 45 degree angle. Eyes look at other person with side-ways glance. Touching or lightly rubbing nose with index finger. Scratching side of face or neck.	Either does not want to discuss the issue at hand or has a negative impression of your statements or questions.
E. Readiness	Sitting on edge of chair. Forward leaning posture. Head slightly tilted. Arms spread. Hands on thighs or hips.	Feels favorable toward idea expressed and likely to take action at this time, especially if invited or encouraged to make positive response.

From: How to Read a Person Like a Book
by Gerard I. Nierenberg and Henry H. Calero, 1971

PROGRAM COMMUNICATION/INFORMATION ANALYSIS FORM

Target Date	Type of Communication/Information	Purpose	Directed To	From
13 192				Handout #6 193